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ABSTRACT

This resource guide identifies competencies currently used in occupational education courses and programs offered in California community colleges. The first section presents a brief overview of competency-based education, with particular emphasis on competency-based vocational education (CBVE). This includes a description of competency-based education and competency statements, along with suggestions for writing performance objectives and a checklist for use in developing competency statements. The next section presents listings of the sources of competencies for vocational programs/courses currently offered in the community colleges. These listings are organized by program/course within each of the seven major vocational education program areas: agriculture; distributive/marketing; health occupations; home economics/consumer education; office education; public safety education; and trade and industry. For ease of reading, the competency sources are identified by a numeric code. Detailed information regarding these sources is summarized by code number in the bibliography of the resource guide. The bibliography gives names and addresses of 100 college, commercial, and university/vocational center sources and titles of 13 textbook sources. Sample competency statements from the field are provided in the appropriate program areas. (YLB)

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Resource Guide of Competencies for Vocational Education Programs/Courses

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June 1991

Submitted to:
The Chancellor's Office
California Community Colleges

Submitted by:
EVALUATION AND TRAINING INSTITUTE
Los Angeles, California

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Introduction

Current and future workers need skills that reflect the changing needs of business and industry. In order to maintain the validity and relevance of their programs, and to keep curriculum content up-to-date , vocational educators must work with business and industry to determine the skills and knowledge required for successful employment. This challenge has become increasingly difficult as the rate of changing job standards and needs accelerates in the workplace. Many of the colleges have kept up with the needs of business and industry and have identified specific job-related competencies for their programs. In other cases, commercial publishers, as well as university and vocational centers have produced sets of vocational competencies for a variety of program areas. As a result, there is a need to identify and catalogue these competencies in order to provide students with the knowledge and skills required for the current and future workplace.

The Evaluation and Training Institute (ETI) won a competitive bid resulting in a contract with the Chancellor's Office to identify competencies currently used in the various occupational education courses and programs offered in the community colleges. The outcome of this study was the development of this master bibliography of competency sources.

The activities of the study included the following:

- Establishing a project Advisory Committee to oversee the study;
- Identifying competency sources through:
    - Investigating national and commercial developers of competencies;
    - Conducting a statewide survey of the deans of vocational/occupational education at all 107 colleges;
    - Surveying both business and industry representatives of the statewide vocational education subject-matter advisory committees, and the vocational education specialists from the Chancellor's Office;
- Collecting sample competencies from the colleges and commercial developers; and

- Preparing and disseminating this resource guide.

It is important to recognize that this study was not designed to evaluate the accuracy or appropriateness of the competency statements developed by these various sources. Rather, this document was developed as a comprehensive resource guide including a variety of competency sources, some of which more directly meet the classical definition of competency statements than others.

Organization of the Resource Guide

The remainder of this resource guide is organized into the following sections:

- An introduction to competency-based education, with a discussion of competency statements and hints for writing performance objectives;

- A listing of competency sources, along with sample competency statements from the field, for all seven major vocational education program areas:

    - Agriculture;
    - Distributive/Marketing;
    - Health Occupations;
    - Home Economics/Consumer Education;
    - Office Education;
    - Public Safety; and
    - Trade and Industry;

- The bibliography of competency sources.

Competency-based Education

This section of the resource guide presents a brief overview of competency-based education, with particular emphasis on competency-based vocational education (CBVE). In particular, this includes a description of competency-based education and competency statements, along with suggestions for writing performance objectives and a checklist for use in developing competency statements.

What is Competency-based Education?

One of the most important educational advances in recent years has been the increased use of defined competencies and measurable instructional objectives for instruction. This performance-based instruction process is known as **competency-based education**. Competency-based vocational education (CBVE) based on defining specific skills and knowledge a student must have within his/her repertoire to function successfully in a particular occupation. As defined by the California Code of Regulations (Administrative Code) Title V, these competencies refer to "the prescribed performance level for a skill, knowledge, and aptitude necessary to accomplish a job task."

There are five primary elements in a CBVE instructional system:

- **Job title competencies:** the clearly-stated, specific job skills that an employer expects an employee to possess in order to obtain and maintain employment;

- **Ordered learning activities:** carefully organized, predetermined learning experiences through which the students become technically accomplished;

- **Organized learning resources:** effective use of all learning resources to assist all students in the time-efficient development of marketable skills;

- **Testing and evaluation of competency attainment:** both student and instructor at all times understand precisely what is expected of the student in each learning situation; and

- **Accurate recordkeeping:** important for program effectiveness to make the competency record useful for both instructors and students.

CBVE differs from more traditional training programs in at least four fundamental ways: what students learn; how students learn; when students proceed from task to task; and assessment of student learning. Specifically:

- **What students learn** in CBVE is based solely on specific, precisely-stated student outcomes; in traditional programs what students learn is usually based in textbooks or other sources removed from the occupation itself.

- In traditional instruction, students rely primary on the instructor to deliver most of the instruction; in CBVE, **students learn through student-centered learning activities**, with materials designed to help them master each task at their own pace.

- CBVE provides each student with **enough time to master one task fully** before moving on to the next; in traditional programs, a group of students is usually required to spend the same amount of time on each unit of instruction, without taking into account individual differences of the students.

- Traditional programs rely heavily on paper and pencil tests to assess student performance in comparison to group norms. CBVE requires **each individual to perform each task to a specified level of proficiency**, with performance compared to a pre-set, fixed standard.

In a CBVE program, the **instructor** is teacher, coach and evaluator. For the instructor, CBVE means managing learning, motivating students to change attitude, and being accountable for enabling learning by providing an explicit criterion for determining the effectiveness of teaching efforts. CBVE also frees instructors to provide individualized attention to students, along with enrichment opportunities for excelling students.

For **students**, CBVE means knowing what to learn, accepting responsibility for learning, and mastering the skills necessary for success. Students can accurately evaluate their own progress in competing against pre-set standards, not against the performance of other students.

Benefits of CBVE

There are several benefits to a CBVE instruction system. Performance-based instruction provides for systematic and goal-oriented instruction in a streamlined and efficient manner. CBVE also addresses the needs of business and industry, with instructional programs tailor-made for industry-needs. Further, the CBVE system meets guidelines of the Job Training Partnership Act and the "performance standards" as required for evaluation in the re-authorization of the Carl D. Perkins Vocational Education Act. CBVE is also a psychologically sound and accountable method of instruction, with built-in accountability provided by the system of competency statements. Finally, CBVE offers an individualized instructional program enabling all students to proceed at their own rate of learning.

Competency Statements

A crucial element to CBVE are the **competency statements**: the performance objectives which describe in simple and specific terms exactly what students are expected to be able to do as the result of instruction. Competency statements outline specific student performance that can be observed and measured. More specifically, as illustrated in Figure 1, these competency statements include four critical elements:

- **Audience**: the target population receiving the instruction. For example, "students in Welding 101" will be able to.
- **Behavior**: precisely what the learner will be doing when demonstrating achievement of the objective. For example, "weld 3/4 sheets of metal" or "replace model 654GT brake pads".
- **Condition(s)**: the circumstances under which the learner will be performing. For example, "using the 3/8" drill bit" or "within a five-minute period"

Figure 1

Key Elements of Competency Statements

Competencies .....

"the prescribed performance level for a skill, knowledge, and aptitude necessary to accomplish a job task"

California Code of Regulations
(Administrative Code) Title V

A udience

B ehavior

C onditions

D egree

- **Degree**: the minimum quality or quantity standards of proficiency demonstrating skill attainment. For example, "with a maximum of 10 errors" or "within 1/4" of the frame"

Thus, a well written competency state would read as follows:

> Students in Auto Body Log will be able to replace model 654GT brake pads within a 15-minutes period to within 1/32 " of the brake shows.

Hints for Writing Performance Objectives

Figure 2 outlines a four-step procedure commonly used in developing competency statements. First, the overall set of proficiency associated with a job title should be analyzed to identify clearly the skills to be mastered by the student. Second, the condition(s) under which the student will demonstrate skill attainment must be specified. Third, measurable standards for each skill to be mastered should be assigned. Finally, all of these elements need to be combined into a concise, cohesive sentence.

Further suggestions for writing performance objectives include the following:

- Each learning objective should have a performance component describing student performance--what the **learner** should be able to do--not instructor performance.

- The competency statement must focus on the performance situation not the learning situation. A student may be able to perform as stated in the objective without ever progressing through any of the learning activities. Thus, any reference to how the student will learn the task should be avoided.

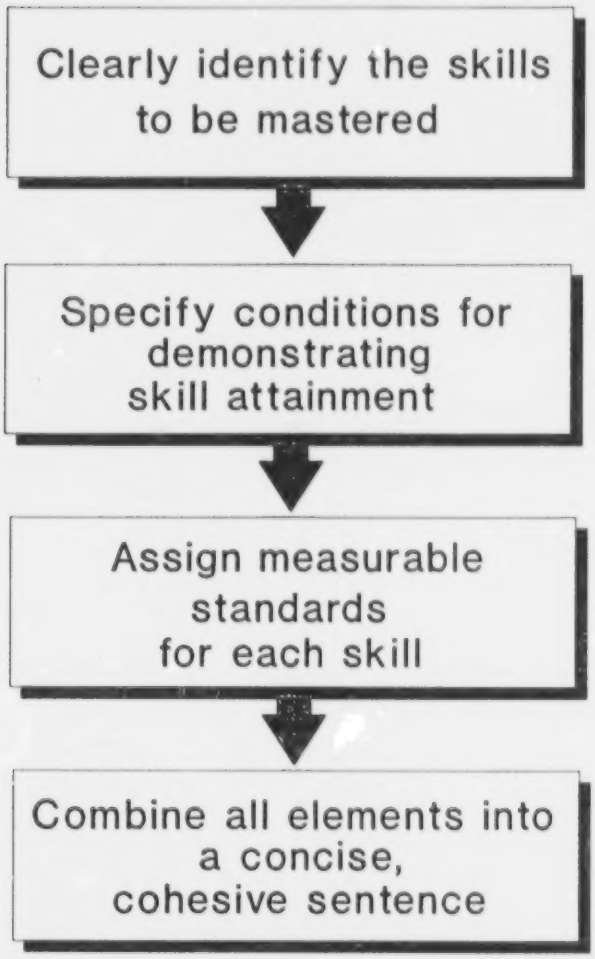
- The competency statements should not be tied to specific instructional practices. Although textbooks or other learning resources could change, the performance standards will not vary across instruction.

- Performance criteria should be comprehensive to include all important indicators of competence, without being too restrictive.

- Phrases such as "demonstrate knowledge of" or "know" describe behaviors that are not clearly measurable, and should be avoided. Similarly, vague performance standards such as "to the instructor's

Figure 2

Steps in Developing Competency Statements


Clearly identify the skills to be mastered
Specify conditions for demonstrating skill attainment
Assign measurable standards for each skill
Combine all elements into a concise, cohesive sentence

satisfaction" do not focus on the measurable factors of quality, quantity, and preciseness of performance, and should be avoided in writing performance objectives.

- Competency statements should be written so that students are given acceptable performance levels, and instructors can readily assess skill attainment.

- Use action verbs to describe what must be learned.

Finally, Figure 3 presents a checklist of questions to use in writing competency statements to ascertain if these performance objectives meet all of the critical elements of competency statements.

Competency-based Vocational Education in the California Community Colleges

As part of the development of this resource guide, ETI conducted a survey of the deans of vocational/occupational education at the colleges. The survey focused on four key areas:

- the extent to which competency-based instruction was used in the vocational programs/courses;

- the need for developing or expanding competency-based vocational education at the local level;

- the interest in attending a statewide conference on competency-based vocational education; and

- the sources of competencies for vocational education programs/courses.

Deans from 75 of the 107 colleges completed the questionnaire. **The results indicated that nearly 40 percent, or 42 of California's 107 community colleges, currently offer competency-based vocational education programs/courses.**

Figure 3

Checklist for Writing Performance Objectives

- Do you have a clear idea of what you expect students to be able to do at the end of instruction?

- Will students be able to understand this idea?

- Does the performance objective include a clearly measurable outcome?

- What prerequisite capabilities must students possess so they are able to meet the objectives?

- Will a student be able to perform the job if all the objectives are accomplished?

More important, **nearly three-quarters of the deans responding to the survey indicated that there is a need to develop and/or expand competency-based vocational education at the local level.** In particular, deans noted that students, employers, and vocational programs would all benefit as a result of expanded competency-based vocational education.

Specifically, one dean noted:

> Validated competency-based vocational education would strengthen our curriculum offerings and ensure that the classroom learning is relevant to the job.

Another dean reported that competency-based instruction:

> . . . gives students more in-depth learning so that the subject matter is mastered rather than surveyed.

One dean also noted the importance of competency-based instruction on improving relationships with business and industry. Specifically:

> Competency-based vocational education will assist us in developing contracts with companies and firms for specialized customized training on the campus and at the workplace. Employers can know, not guess, where a graduate will be upon completion of a program.

Finally, 72 percent of the deans reported interest in attending a one-day workshop on competency-based vocational education, offered in Northern or Southern California.

The remainder of this resource guide presents listings of the sources of competencies for vocational programs/courses currently offered in the community colleges. As previously noted, these sources were obtained from:

- Survey of occupational/vocational education deans;
- Investigation of national and commercial sources; and
- Survey of business and industry representatives of the statewide vocational education subject-matter advisory committees and Chancellor's Office vocational education specialists.

These listings are organized by program/course within each of the seven major vocational education program areas. For ease of reading, the competency sources are identified by a numeric code; detailed information regarding these sources is summarized by code number in the bibliography of this resource guide.

AGRICULTURE

PROGRAM/COURSE	COMPETENCY SOURCES*
Agiculture/Natural Resources	10, 35, 61, 86, 87, 100
General Agriculture	35, 56, 61, 86, 87, 99
Agriculture Production	35, 39, 53, 61, 86, 87, 98, 99, 100
Livestock Management	35, 61, 86, 87, 98
Plant Science	10, 35, 69, 86, 87, 100
Farm Management	35, 39, 61, 86, 87, 98, 100
Ornamental Horticulture	10, 29, 35, 39, 44, 47, 49, 61, 63, 69, 86, 87, 97, 98, 100
Ornamental Horticulture Management	35, 39, 49, 63, 86, 87, 97, 98
Agriculture Services	35, 98
Agriculture Business	35, 86, 87, 98, 99, 100
Agriculture Pest Control	6, 35, 49, 61, 63, 69, 86, 98
Animal Health Technician	37, 47, 61, 98, 100
Food Processing	35, 39, 99
Forestry	35, 39, 54, 86, 88, 98, 99
Timber Management	35, 86
Natural Resources	35, 61, 86
Natural Resources Management	35, 61, 86
Agriculture & Forstry Power	86, 98
Equipment Machinery	6, 39, 61, 86, 98
Farm Mechanics	39, 86, 87, 98
Equine Science	61, 86, 87
Ag Fluid Power	86, 87
Suburban Agriculture	87

*** See Bibliography for detailed listings of competency sources**

AGRICULTURE

PROGRAM/COURSE	COMPETENCY SOURCES*
Forest Measurements	54, 88
Forest Ecology and Dendrology	54, 88
Forest Protection	54, 88
Remote Sensing	54, 88
Viticulture & Winery Technology	69
Landscaping	61
Urban Forestry	61

* See Bibliography for detailed listings of competency sources

SHASTA COLLEGE-AGRICULTURE AND NATURAL RESOURCES DIVISION

FIRST CLASS HANDOUT

Title of Course and Number

FLUID POWER 48

Prerequisite: None

Number of Units - 3

Hours of Lecture Per Week - 2

Hours of Laboratory Per Week - 4

Total Hours Class Meets - 108

Catalog Course Description

A study of the theory, application, and component parts of hydraulic systems. This course will emphasize fundamentals in dismantling, inspection, and troubleshooting hydraulic components and complete systems. This course is required for all Welding, Power Equipment Mechanic, Auto, and Heavy Duty majors. It is recommended for Agriculture and Industrial Education majors.

Course Subject Matter Outline

1. Fundamentals
   a. History
   b. Uses of hydraulics; areas of application
   c. How a hydraulic system works; transmission of fluid power
   d. Physical laws related to fluid power; Pascal and Boyle
   e. Calculation of hydraulic pressure
   f. Selecting pump size
   g. Motor or engine horsepower for pump
   h. Hydraulic cylinder speed
   i. Selecting plumbing for hydraulic systems
   j. Fluid flow in pipes
   k. Pressure drop; pipe, valving, automated systems
   l. Symbology and terminology

2. Hydraulic Pumps
   a. Displacement; fixed and variable
   b. Types; methods of operation
   c. Cavitation
   d. Pump curves

Subject Matter Outline
(continued)

3. Hydraulic Valves
   a. Directional control; fluid switching
   b. Flow control; rate of energy transfer
   c. Pressure control; system energy level
   d. Methods of valve control; manual, solenoid, pilot, etc.

4. Hydraulic Cylinders
   a. Piston cylinders
   b. Vane cylinders
   c. Calculation of pressures; review
   d. Speed control
   e. Seals
   f. Regenerative circuits
   g. Testing

5. Hydraulic Pumps Used as a Motor
   a. Motor types; gear, vane, piston
   b. Efficiency

6. Hydraulic Accessories
   a. Fluids
   b. Accumulators
   c. Filters
   d. Reservoirs
   e. Coolers
   f. Hoses

7. Hydraulic Circuits
   a. Power units
   b. Pressure control circuits; sequences, unloading, counter-balance, pressure reducing
   c. Flow control; meter in, meter out, bleed-off
   d. Safety circuits
   e. Accumulator circuits
   f. Regenerative circuits

8. Troubleshooting a Hydraulic System

Course Objectives

Upon completion of this course, the student will be able to do the following: (The student is expected to perform the following tasks in fluid power in order to pass.)

1. Identify the hydraulic components on a hydraulic system provided. (Type of pump, pressure, directional and fluid control valves, and type of actuator.)

2. Calculate hydraulic pressure and cylinder speed.

3. Match hydraulic pump size and engine horsepower.

Course Objectives
(continued)

4. Select line size to match pump application.

5. Read a simple hydraulic circuit diagram.

6. Identify and describe the method of operation of directional flow and pressure control valves.

7. Identify cylinder seals and determine cylinder wear.

8. Design a simple hydraulic circuit.

9. Troubleshoot a simple hydraulic system.

10. Repair a pump, valve, motor, or cylinder.

In order to meet these objectives, the district facilities and equipment will be used as an integral part of its instructional programs.

Basic Materials for the Class

Fluid Power Laboratory Manual, Shasta College.
Industrial Hydraulic Technology Publication.

Classroom Management/Instructor Policies

Lecture begins 10 minutes after the hour. Instructions for the laboratory session, collection of weekly assignments, returning of graded papers will be done after class begins.

Lecture/discussion usually lasts the remainder of the hour; however, may sometimes extend into the laboratory period.

Laboratory sessions will deal with component parts and will therefore, necessitate your cooperation concerning listening for and following instructions, completing assignments, replacing all tools, and cooperating during clean up.

Methods of Evaluation/Grading Scale

Quizzes, attendance, final examination, and participation.

The following standards will be used to determine your semester grade:

An "A" grade will be given to students who are consistently superior in all phases of the course. Students who show initiative, efficiency, self-direction and growth, generally receiving 90% or better of the total possible points.

A "B" grade will be given to students who complete all the course requirements and demonstrate some mastery of the

Methods of Evaluation/Grading Scale
(continued)

materials presented. Student generally receiving 80%-90% of the total possible points.

A "C" grade will be given to students who meet the requirements of the course as set up by the instructor, but a lack of distinction in his work may result from factors such as ability, motivation, absences, health and work load. Students who receive 70%-80% of the total possible points.

A "D" grade will be given to students who meet only minimal course requirements, yet has made some effort to do so. Failure to attend class regularly, to do daily lab assignments, and low test scores on major assignments and examination, are characteristics of the "D" grade. Doing about 60%-70% of the course's work.

The "F" student has failed to meet the minimum course requirements with little or no effort.

If a student reaches the point where he cannot possibly receive a "D" grade or higher due to absences, etc., consultation emphasizing the withdrawal grade of "W" will be recommended.

Laboratory activity cards; attendance.....30%
Classroom exams and quizzes.....40%
Laboratory worksheets and quizzes.....30%

Since much of your grade is primarily subjective in the lab, it will be worth your effort to be on time to class and remain until all your work is complete. How well you perform during the lab and at clean up will influence your grade.

Most of your course work will consist of 20-30 point assignments from homework, laboratory activities, and quizzes. Your attendance is important since there will be no make-up for unexcused absences.

Your grade will consist of the total points you accumulate as compared to the total possible for the semester.

Methods of Instruction

Lecture, discussion, slides, 16mm, slide/tape presentation, overhead transparencies, and shop demonstrations will all be utilized throughout the semester.

Attendance and Drop Policy

Anyone missing more than three successive lectures or laboratory sessions, without any prior notice, will automatically be dropped.

AGRI 150 - PRINCIPLES OF HORTICULTURE

NAPA VALLEY COLLEGE

PERFORMANCE OBJECTIVES - IDENTIFY, LIST, OR DEMONSTRATE THE PARTS OF THE SUBJECT WHICH CONTRIBUTE TO THE TOTAL EFFECT TO BE ACHIEVED

The student successfully completing this course:
-will be able to demonstrate knowledge of plant nomenclature, structure, and growth characteristics;
-will have an overview of the horticultural industry;
-understand the importance of plant selection in relationship to climate, soil, and specific plant needs.

PREDOMINANT METHOD(S) OF INSTRUCTION - SELECT ONE

- ☐ LECTURE
- ☐ LECTURE - DISCUSSION
- ☐ DISCUSSION - SEMINAR
- ☐ LABORATORY
- ☒ LECTURE/LABORATORY
- ☐ LEARNING LABORATORY
- ☐ WORK EXPERIENCE
- ☐ TELEVISION
- ☐ MEDIATED INSTRUCTION
- ☐ COMPUTER ASSISTED INSTRUCTION
- ☐ DIRECTED (INDEPENDENT) STUDY
- ☐ OTHER INDEPENDENT STUDY
- ☐ OTHER (SPECIFY)

EVALUATION OF PROGRESS (EG. THREE MIDTERMS, ESSAY TYPE, OBJECTIVE)

Laboratory demonstration
Quizzes
One midterm
One final examination

MINIMUM STANDARDS FOR PASSING - MUST BE STATED IN TERMS OF NUMERICAL/PERCENTAGE FIGURE TO EARN A GRADE OF D.

Students must achieve a minimum 60% accuracy for a grade of 'D'.

TOPICAL OUTLINE - CONTENTS (USE ADDITIONAL SHEETS AS NECESSARY)

I. Overview of Horticulture
   A. History
   B. Commercial Branches
   C. Horticulture and World Nutrition
II. Biology of Horticulture
   A. Classification
   B. Structure
   C. Growth and development

(Continued)

TOPICAL OUTLINE - Contents (Continued)

III. Technology of Horticulture
- A. Temperature relationships
- B. Light relationships
- C. Soil Relationships
- D. Water relationships
- E. Nutrition

IV. Horticultural Practices
- A. Plant propagation
- B. Growth control
- C. Disease, weed, and pest control

V. Horticultural Production and Marketing
- A. Business management
- B. Production techniques
- C. Horticultural storage crops
- D. Customer relations
- E. Sales techniques
- F. Marketing

VI. Branches of Horticulture
- A. Viticulture
- B. Pomology
- C. Olericulture
- D. Floriculture
- E. Nursery culture
- F. Landscape design
- G. Turf grass
- H. Landscape installation and maintenance
- I. Greenhouse management

YUBA COMMUNITY COLLEGE COURSE OUTLINE Static Id# LL0000 00

Date Effective Fall 1990

(1) Department AG. BUS. No. 20 Title Agricultural Business & Economics

Division A. A. & S. Total Crs. Hrs. 54 Lec Hrs 54 Lab Hrs 0 Units 3

Abbreviated Title (max. of 16 including spaces) For Schedule A G B U S & E C O N

(2) NEW COURSE [ ] REVISED COURSE [X] TECHNICAL REVISION [ ]

(3) DEGREE CREDIT [X] NON-DEGREE CREDIT [ ] NONCREDIT [ ]

(4) Changes in Revised Courses

Minor		Major	
No Change (Update)	[ ]	Change in Units	[ ]
Change in Dept.	[ ]	Lecture hrs.	[ ]
Change in Course #	[ ]	Lab hrs.	[ ]
Catalog Description	[X]	Other Changes Title & outline	
Other Minor Change TITLE		AG BUS 20 & 27 combined	
		AG BUS 27 becomes inactive	

(5) Grading Method Letter [X] CR/NC [ ]

For Office Use
DP Input BC 12/12/89
TOPS Code 0412.10
SAM CODE C
Crs. Classification I
Transfer Code 3
Note

(6) CATALOG DESCRIPTION: (Maximum of 370 characters including spaces)

Introduction to the economic system, agricultural resources, factors affecting production, marketing decisions, basic economic concepts and terminology. The financial structure of agriculture, international agricultural systems and economics will be covered. (LM)

(7) PREREQUISITE(S) None

(8) SKILL REQUISITE Language X Mathematics X Exception

(9) TOPICAL OUTLINE OF SUBJECT MATTER

The Farm and Food System

Consumer Behavior and Demand

Producer Decision Making

Production Costs, Supply & Price determination

Competition, Markets, Market Regulation

Macroeconomics

Financial Structure of Agriculture

Agricultural Price & Income Policies

Marketing Agricultural Commodities

Natural Resources and Rural Development

Comparative Agricultural Systems and International Economics

World Population and Food Supply.

(10) SPECIFIC STUDENT PERFORMANCE OBJECTIVES
At the conclusion of this course, the student will be able to:

Define economics, macroeconomics, micro-economics.

Evaluate the following as they relate to agricultural economics:
- -Consumer Behavior
- -Production Costs
- -Supply and demand
- -Competition
- -Market regulation
- -Government Price & Income Policies
- -Producer decision making

Identify agricultural issues relative to natural resource management and providing an adequate safe food supply

Relate US agriculture's place in a global economy.

DISTRIBUTION & MARKETING

PROGRAM/COURSE	COMPETENCY SOURCES*
Business Management	2, 29, 34, 35, 39, 40, 41, 44, 49, 50, 59, 64, 69, 77, 83, 86, 96, 97, 99, 100
Accounting	10, 12, 29, 34, 37, 39, 40, 41, 44, 47, 49, 50, 58, 59, 69, 77, 83, 86, 98, 100
Bookkeeping	10, 37, 39, 40, 49, 50, 58, 59, 33, 69, 83, 84, 86, 98, 100
Banking & Finance	11, 34, 39, 41, 44, 59, 69, 83, 86, 100
Banking Management	83, 100
Investment & Securities	49, 59, 63, 69, 86, 100
Small Business	11, 12, 29, 34, 35, 40, 49, 50, 59, 64, 69, 77, 83, 86, 100, 105
Hotel Management	57, 64, 96, 98
Management Development & Supervision	29, 34, 40, 44, 47, 49, 50, 59, 64, 69, 77, 86, 98, 100
Personnel	2, 40, 59, 64, 86, 100
Marketing & Distribution	2, 11, 29, 30, 40, 44, 49, 50, 51, 59, 64, 69, 86, 96, 98, 99, 100
Advertising	2, 11 29, 40, 49, 59, 86, 96, 100
Purchasing	11, 29, 34, 49
Apparel & Associates	39, 49, 64, 86, 96
Food Marketing	29, 64, 96, 98
Merchandising	2, 39, 40, 49, 59, 86, 96, 100
Display	49, 86
Transportation	98, 99
International Trade	34, 49, 59

*** See Bibliography for detailed listings of competency sources**

DISTRIBUTION & MARKETING

PROGRAM/COURSE	COMPETENCY SOURCES*
Traffic Management	98
Real Estate	10, 12, 29, 34, 35, 40, 44, 47, 49, 50, 59, 63, 69, 77, 83, 86, 97, 98, 100
Insurance	34
Transportation & Travel Marketing	34, 47
Travel Agency Operations	34, 49
Recreation & Tourism	47, 64
Management Information Systems	86
Teller Operations	39

* See Bibliography for detailed listings of competency sources

CERRITOS COLLEGE
COURSE COMPETENCIES

INTRODUCTION TO ACCOUNTING
(BUSA 10) (3 UNITS)

The student coming to Cerritos College from the secondary-level articulated Accounting program who elects to petition Cerritos College for credit by articulation/examination for Introduction to Accounting (BUSA 10) must be able to perform 80% of the following with 100% accuracy.

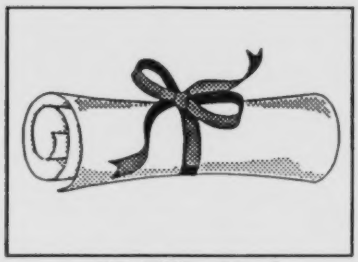
1. Recognize and use the basic accounting equation to record simple business transactions.
2. Apply the principles of debit and credit in recording transactions in ledger accounts and determining account balances.
3. Journalize transactions and post to ledger accounts, making proper use of posting references.
4. Prepare a trial balance.
5. Prepare work sheets, including adjustments.
6. Prepare financial statements.
7. Journalize and post adjusting and closing entries, and prepare a post-closing trial balance.
8. Use a combined journal to record transactions, and properly post from the combined journal to general ledger and subsidiary ledger accounts.
9. Prepare a bank reconciliation and necessary journal entries resulting from the bank reconciliation.
10. Explain how to establish and replenish a petty cash fund.
11. Calculate payroll amounts and properly record payroll transactions in journal and ledger.

1/15/89
busa10.com

COSUMNES RIVER COLLEGE
ACCOUNTING 60 - FUNDAMENTALS OF COLLEGE ACCOUNTING
SPRING SEMESTER - 1990

TUESDAY AND THURSDAY

9:30 AM to 10:45 AM
CRC Room (L)ibrary-300



GO FOR IT !

DENNIS R.SMITH, INSTRUCTOR
Office - (B)usiness/(S)ocial Science-155
688-7214 (office)
362-5632 (home office)

GENERAL OBJECTIVE:

Upon completion of this course the student should be capable of keeping a set of "books" for a single-owner personal service or merchandising business.

SPECIFIC OBJECTIVES:

Learn a record keeping system for keeping track of the changes in **ASSET, LIABILITY, & OWNER'S accounts.** (Double-entry system)

Use the daily diary-type business record known as a **JOURNAL.**

Sort the journal entries into business records known as **LEDGERS.**

Maintain and reconcile a **CHECK REGISTER** to a bank statement.

Keep track of **PETTY CASH** transactions using vouchers.

Record "special transactions" using "special" journals such as **CASH, SALES, & the PURCHASES JOURNALS.**

Learn the tasks associated with the job of **ACCOUNTS PAYABLE and ACCOUNTS RECEIVABLE** bookkeeping.

Perform inventory computations including **COST OF GOODS SOLD and GROSS MARGIN** calculations.

Learn the tasks associated with the job of **ACCOUNTS RECEIVABLE** bookkeeping.

Acquire familiarity with **PAYROLL** calculation, record keeping, and tax reporting.

Compute and record the end of the year adjustments necessary to prepare the **INCOME STATEMENT and BALANCE SHEET.**

"CLOSE" THE BOOKS of this year and **"OPEN" THE BOOKS** for next year.

REQUIRED TEXTBOOK AND SUPPLEMENTAL MATERIALS:

COLLEGE ACCOUNTING, Carlson-Heintz-Parry, 13th Edition, South-Western Publishing Co., 1990.

COLLEGE ACCOUNTING - WORKING PAPERS, 13th Edition, South-Western Publishing Co., 1990.

ANDREA MARREE, COMPUTER CONSULTANT - A practice set for a service-sector proprietorship utilizing cash basis accounting.

METHODS OF INSTRUCTION:

Textbook material will be discussed by the instructor and the students. Please be prepared to speak your thoughts on the assigned reading.

Discussions are followed by assignments of chapter questions, exercises and/or problems from the textbook.

Selected textbook exercises and/or problems assigned may be collected at each class meeting.

All assignment solutions are presented and discussed in class Some group work sessions will take place as time permits.

The textbook authors' published exam questions will be used for unannounced quizzes and multi-chapter exams.

Use of the **Accounting tutors** and the **Accounting lab (BS-146)** is highly recommended (especially when completing Andrea Marree).

Four abstracts of accounting related articles from current periodicals will be collected. The instructor will discuss the format and content at a later date.

GRADE DETERMINATION AND STANDARDS:

Examinations (Five)	60%	90 - 100% = A
Homework & Participation	30%	80 - 89 = B
Quizzes	10	70 - 79 = C
Total	100%	60 - 69 = D

POLICY:

* MISSED EXAMS CANNOT BE MADE UP BUT THE LOWEST EXAM SCORE (OTHER THAN THE FINAL EXAM) WILL NOT BE INCLUDED IN THE FINAL GRADE.

* RANDOMLY SELECTED HOMEWORK MAY BE COLLECTED FOR SCORING AT EACH CLASS MEETING AND ALL OTHER ASSIGNMENTS ARE DUE AT THE MEETING OF THE RELATED EXAM.

* ANY LATE HOMEWORK ASSIGNMENTS ARE WORTH 80% OF ORIGINAL GRADE VALUE.

* MISSED QUIZZES CANNOT BE MADE UP BUT THE LOWEST QUIZ SCORE WILL NOT BE INCLUDED IN THE FINAL GRADE.

YUBA COMMUNITY COLLEGE COURSE OUTLINE Static Id# 125024.10
Date Effective Fall 1990

(1)Department M & S No. 10 Title PRINCIPLES OF MANAGEMENT
Division FA & SS Total Crs. hrs 54 Lec hrs 54 Lab hrs 0 Units 3.0
Abbreviated Title (max. of 16 including spaces) For Schedule PRINC MANAGEMENT

(2)NEW COURSE ☐ REVISED COURSE ☒ TECHNICAL REVISION ☐

(3)DEGREE CREDIT ☒ NON-DEGREE CREDIT ☐ NONCREDIT ☐

(5) Grading Method
Letter ☒ CR/NC ☐

(4) Changes in Revised Courses

Minor		Major	
No Change (up date)	☐	Change in Units	☐
Change in Dept.	☐	Lecture hrs.	☐
Change in Course #	☒ was 85	Lab hrs.	☐
Catalog Description	☒	Other Changes	
Other Minor Change TITLE			

For Office Use
DP Input EC 3/7/90
TOPS Code 0506.30
SAM CODE C
Crs. Classification I
Transfer Code 2
Note

(6)CATALOG DESCRIPTION: (maximum of 370 characters including spaces)

Managerial and organizational theory and practice; planning, organizing, influencing and controlling. Focusing on the role, functions, and responsibilities of management in a contemporary organization. Not open for credit to students with credit in M&S 85. (L)

(7)PREREQUISITE(S) NONE

(8)SKILL REQUISITE Language XX Mathematics Exception

(9)TOPICAL OUTLINE OF SUBJECT MATTER

1. Introduction to Management
   a. Management careers
   b. History of management
   c. Organizational objectives
2. Planning
   a. Fundamentals of planning
   b. Strategic and tactical
   c. Decision making
3. Organizing
   a. Organizational structure
   b. Organizing groups
   c. Human resources
   d. Change and stress
4. Influencing
   a. Communication
   b. Leadership
   c. Motivation group
   d. Dynamics
5. Controlling
   a. Principles of control
   b. Production management & control
   c. Management information system
6. Other topics
   a. Social responsibility & ethics
   b. International management
   c. Management skills for the future

(10)SPECIFIC STUDENT PERFORMANCE OBJECTIVES
At the conclusion of this course, the student will be able to:

1. Analyze the history and background of management principles.
2. Define the various aspects of planning function.
3. Apply the decision making process.
4. Define the various organizational structures found in contemporary organizations.
5. Evaluate influencing and how it relates to management.
6. Compare types of controls used in management.
7. Discuss social responsibility and ethics related to management.

11/17/87

CBA COMMUNITY COLLEGE COURSE OUTLINE Static ID# 1 9 0 0 0 0 . 0 0

Date Effective Spring 1991

(1) Department GENERAL BUSINESS No. 10 Title INTRODUCTION TO BUSINESS

Division BUSINESS Total Crs. Hrs. 54 Lec. Hrs. 0 Lab Hrs. _____ Units 3.0

Abbreviated Title (max. of 23 incl. spaces) INTRO TO BUSINESS

Course is cross listed: yes [ ] no [X] XL Course(s) Department(s) & #(s):

(2) NEW COURSE [ ] REVISED COURSE [X] TECHNICAL REVISION [ ]

(3) DEGREE CREDIT [X] NON-DEGREE CREDIT [ ] NONCREDIT [ ]

(5) Grading Method
Letter [X] CR/NC [ ]

(4) CHANGES IN REVISED COURSES:

Department _____ _____ Lec hrs _____ _____

Course # _____ _____ Lab hrs _____ _____

Units _____ _____ Catalog description [X]

Other: Topical Outline and Performance Objectives

For Office Use
DP Input EC 9/9 90
TOPS Code 0501.00
SAM CODE D
Crs. Classification I
Transfer Code 2
UC Trnsfr Code(s) No
CSU Trnsfr Code(s) Yes
Course CAN Code _____
Note _____

(6) CATALOG DESCRIPTION: (Maximum of 370 characters including spaces)
Develop a knowledge of the business community and its effect on society, including the following: issues confronting management in today's business, short-term and long-term financial implications, labor-management relationships, risk shifting, production and management problems, and how the capitalistic system works.

(7A) COREQUISITE(S): NONE [X]
(7B) PREREQUISITE(S): NONE [X]

(8) SKILL REQUISITE(S): Language [X] Mathematics [ ] Exception [ ] Course 100 or above [ ]

(9) TOPICAL OUTLINE OF SUBJECT MATTER

I. Foundations of the American Business System

II. Starting Up a Business

III. Motivating Human Resources

IV. Managing and Organizing a Business

V. Marketing for Today's Consumers

VI. Insurance and Risk Management

VII. Financing Business Ventures

VIII. Investments and Securities

IX. New Opportunities for American Business in the World

X. Legal Environment of Business

(10) SPECIFIC STUDENT PERFORMANCE OBJECTIVES
At the conclusion of this course, the student will be able to:

1. Explain importance of creativity as key ingredient to a successful business.
2. Analyze the role of social responsibility in modern management.
3. List the basic steps involved in starting up a small business.
4. Discuss motivation through management by objectives, leadership and the management grid.
5. Evaluate several activities involved in human resource management and who should perform them.
6. Explain how the process of coordinating production relates to operations management.
7. Compare and contrast the changing roll of depository financial institutions following deregulation.
8. Identify major agencies and legislation designed to protect investors and discuss how investing is changing in the global market place.
9. Describe the functions of word processing, spreadsheet and database management software.
10. Analyze the basic aspects of bankruptcy law and proceedings.

HEALTH OCCUPATIONS

PROGRAM/COURSE	COMPETENCY SOURCES*
Core Curriculum for Health	12, 96, 110
Nursing	3, 10, 11, 25, 35, 39, 45, 50, 63, 66, 68, 82, 86, 89, 102, 113
Nursing RN	3, 10, 15, 18, 25, 29, 35, 38, 39, 44, 50, 61, 63, 68, 69, 79, 80, 83, 84, 87, 97, 100, 102, 112, 113
Nursing LVN	3, 10, 13, 15, 25, 29, 35, 39, 50, 61, 69, 77, 84 86, 87, 98, 100, 102, 113
Nurses Aide	10, 15, 35, 38, 39, 63, 79, 84, 86, 87, 96, 97, 100
Medical Assistant	3, 5, 10, 16, 29, 35, 37, 38, 39, 63, 84, 96, 97, 98
Dental Services	29
Dental Assistant	3, 29, 35, 39, 53, 63, 84, 96, 98
Dental Hygienist	29, 47, 98
Dental Technician	42, 59, 98
Physician's Assistant	47
Electrodiagnostic Technology	47
Respiratory Therapy	44, 60, 67, 69, 83, 96, 97, 98
Pharmacy General	96
Pharmacy Technician	29
Physical Therapy Assistant	29, 96, 98
Medical Record Technician	5, 16, 37, 44, 98
Radiology Technology	44, 47, 59, 68, 84, 98, 100
X-Ray Technician	44, 68, 98
Pediatric Technician	38, 68, 69, 77, 80, 84, 100

*** See Bibliography for detailed listings of competency sources**

HEALTH OCCUPATIONS

PROGRAM/COURSE	COMPETENCY SOURCES*
Emergency Medical Services	39, 60, 76, 84, 87, 96, 98
Paramedical Technician	68, 97
Emergency Medical Technology	3, 4, 12, 29, 35, 38, 47, 50, 63, 68, 69, 79, 97, 100
Alcohol Abuse Specialty	50
Intravenous Therapy	69
Hemodialyses Technician	50

* See Bibliography for detailed listings of competency sources

SIERRA COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

Terminal and First Year Level Objectives

TERMINAL OBJECTIVE #1 Upon completion of the program, the graduate will be able to utilize the nursing process to support and promote health when caring for clients at all stages of the life-continuum within structured health care systems.

LEVEL I - NR10 COURSE OBJECTIVE #1 The student will be able to utilize the nursing process based on Roy's Adaptation Model to provide direct basic care to stable adult clients with well-defined health problems.

A. ASSESSMENT - The student will be able to assess stable adult clients using the NR10 Data Collection/Assessment Guide and performing the NR10 assessment procedures to collect and record relevant data; and will be able to recognize obvious deviations from the norms and obvious changes in the clients' condition.

B. NURSING DIAGNOSIS - The student will be able to use the NR10 Assessment/Analysis Guide to identify the adaptive modes and needs for which stable adult clients require interventions.

C. PLANNING - The student will be able to write applicable, achievable NR10 Care Plans; will be able to identify and explain the rationale for the fundamental nursing interventions appropriate to supporting and promoting adaptation by stable adult clients; and will be able to plan care reflecting consideration of obvious physical handicaps and personal/socio-cultural preferences.

D. IMPLEMENTATION - The student will be able to explain the principles involved in and perform the fundamental nursing measures/ procedures included in NR10 and required by assigned stable adult clients within the designated clinical time.

E. EVALUATION - The student will be able to compare the outcomes of interventions to the expected or desired outcomes to determine the effectiveness and confer with the instructor regarding the need for alteration of plan and/or follow-through actions.

LEVEL II - NR12 COURSE OBJECTIVE #1 The student will be able to utilize the nursing process based on Roy's Adaptation Model to provide direct care to stable and non-critical clients at all stages of the life-continuum with common and/or remedial health problems/stressors.

A. ASSESSMENT - The student will be able to assess stable and non-critical clients of all ages using the NR12 Data Collection/Assessment Guide and the NR12 assessment procedures to collect and record the relevant data; and will be able to recognize normal variations, abnormalities, and changes in the clients' condition.

B. NURSING DIAGNOSIS - The student will be able to use the NR12 Assessment/Analysis Guides to identify the adaptive modes and needs for which stable and non-critical clients of all ages require interventions.

C. PLANNING - The student will be able to write applicable, achievable NR12 Care Plans; will be able to identify and explain the rationale for the fundamental nursing interventions appropriate to supporting and promoting adaptation by stable and non-critical clients of all ages; and will be able to plan care reflecting consideration of clients' developmental level as well as physical handicaps and personal/socio-cultural preferences.

D. IMPLEMENTATION - The student will be able to explain the principles involved and perform/modify fundamental nursing measures/ procedures included in NR12 and required by assigned stable and non-critical clients of all ages within the designated clinical time.

E. EVALUATION - The student will be able to compare the outcomes of interventions to the expected or desired outcomes to determine the need for alteration of plan, modification of specific actions, and/or follow-through actions; and will validate conclusions/plans with instructor.

TERMINAL OBJECTIVE #2 Upon completion of the program, the graduate will be able to communicate effectively with clients/families and the health care team.

LEVEL I - NR10 COURSE OBJECTIVE #2 The student will be able to utilize basic communication skills to interact with stable adult clients to establish rapport, build trust, convey concern and support and to provide and obtain information; will be able to critique process recordings to identify interactions that inhibit and that foster client expression; will be able to appropriately report to and obtain information/assistance from nursing staff; will be able to report observations, interventions, and outcomes to physicians; and will be able to accurately record assessments, interventions, outcomes, and significant events.

LEVEL II NR12 COURSE OBJECTIVE #2 The student will be able to utilize/modify basic communication skills to interact with stable or non-critical clients of all ages and their families, taking developmental and socio-cultural factors into account; will be able to establish rapport, build trust, promote/reinforce sense of identity, self-esteem, and control; will be able to utilize goal-directed communication to obtain and provide information and to prepare and support clients under going stressful experiences; will be able to critique process recordings to evaluate effectiveness of goal-directed communications; will be able to report to and obtain information from all members of the health care team; and will be able to accurately record assessments, interventions, outcomes and significant events.

TERMINAL OBJECTIVE #3 Upon completion of the program, the graduate will be able to teach health maintenance and promotion to clients and their families and to members of the community.

LEVEL I - NR10 COURSE OBJECTIVE #3 The student will be able to identify the obvious learning needs of stable adult clients and apply basic principles of teaching and learning to convey information to clients and adult family members concerning daily health practices and the clients' well-defined illnesses and treatment regimens.

LEVEL II NR12 COURSE OBJECTIVE #3 The student will be able to identify the obvious learning needs of clients of all ages and apply basic principles of teaching and learning to convey information to clients and/or family members concerning daily health practices and the clients' well-defined, common and/or remedial illnesses and treatment regimens; will be able to adapt teaching to developmental level of the client and/or family member; and will be able to participate in the implementation of a pre-determined teaching plan.

TERMINAL OBJECTIVE #4 Upon completion of the program, the graduate will be able to function as a collaborative member of the health care team and to assume leadership/management responsibilities in coordinating care for groups of clients in structured health care systems.

LEVEL I NR10 COURSE OBJECTIVE #4 The student will be able to explain the role of the various members of the health care team, and discuss the values of a collaborative approach to care of clients; and will be able to function as a member of the nursing team while caring for stable adult clients.

LEVEL II NR12 COURSE OBJECTIVE #4 The student will be able to function as a member of the nursing team while caring for clients of any age with stable or non-critical clients; and will be able to confer with members of the health care team involved in planning and providing care for and evaluating the progress of assigned clients.

TERMINAL OBJECTIVE #5 Upon completion of the program, the graduate will be able to accept responsibility for his/her nursing practice and function with accountability within the legal and ethical scope of registered nursing.

LEVEL I COURSE NR10 OBJECTIVE #5 The student will be able to define and describe registered nursing and its roles, functions, and organizations; will be able to discuss the impact on nursing of major historical events and persons as well as the current trends and issues in nursing; explain the legal basis for and regulation of nursing licensure and practice; and carry out basic legal and ethical practices related to consumer rights and protection while caring for stable adult clients with well-defined health problems.

LEVEL II COURSE OBJECTIVE #5 The student will be able to carry out basic legal and ethical practices while caring for adult clients with specific remedial illnesses and those undergoing selected diagnostic and/or therapeutic procedures; will be able to explain and comply with laws affecting maternity and pediatric nursing/ and will be able to explain and implement accepted ethical standards while caring for low-risk maternity, neonatal, and pediatric clients.

TERMINAL OBJECTIVE #6 Upon completion of the program, the graduate will be able to assume the responsibility for his/her continued professional growth.

LEVEL I COURSE NR10 OBJECTIVE #6 The student will be able to explain and meet his/her first semester responsibilities related to fulfillment of the College, Program, and Board of Registered Nursing requirements necessary for eventual graduation and licensure in accordance with his/her educational goals; and will be able to write learning objectives based on his/her learning needs and goals, formulate a personal plan for meeting the objectives, identify the expected outcomes and means of measurement, and evaluate the results.

LEVEL II NR12 COURSE OBJECTIVE #6 The student will be able to explain and meet his/her second semester responsibilities related to fulfillment of the College, Program, and Board of Registered Nursing requirements necessary for graduation and licensure in accordance with his/her educational goals; and will be able to write weekly learning objectives based on his/her learning needs and goals, formulate a plan for meeting the objectives, identify the expected outcomes and means of measurement, and evaluate the results.

LOS ANGELES CITY COLLEGE

DT 1 - ELEMENTS OF DENTAL TECHNOLOGY

COURSE OBJECTIVES

1. The student will state the branches, employment opportunities and duties of the dental tech to an accuracy of 70%.
2. The students will state the dental tech courses, sequence and descriptions to an accuracy of 70%.
3. The student will state the members of the dental health team to an accuracy of 70%.
4. The student will state dental lab employment to an accuracy of 70%.
5. The student will state dental history dates and people to an accuracy of 70%.
6. The student will state dental professional association to an accuracy of 70%.
7. The student will state dental charting to an accuracy of 70%.
8. The student will state the glossary terms and definitions to an accuracy of 70%.
9. The student will state the dental laws to an accuracy of 70%.
10. The student will state dental ethics to an accuracy of 70%.
11. The student will state method of flossing and brushing to an accuracy of 70%.
12. The student will state methods and types of fluorides to an accuracy of 70%.

FORM 4

LOS RIOS COMMUNITY COLLEGE DISTRICT
CURRICULUM/COURSE OUTLINE

		Date	Initials
AMERICAN RIVER COLLEGE	___		
COSUMNES RIVER COLLEGE	X		
SACRAMENTO CITY COLLEGE	___		
Approved:		____	_____
Reviewed:		____	_____
Revised:		9/90	SAS

DIVISION/AREA: Business/Communications DEPARTMENT: Medical Record Technology

PREPARED BY: P. Goshorn/Sharon Stith

WEEKLY MEETING SCHEDULE: (Hours) Lecture 2 Laboratory None TBA _____

Semester offered: Spring No. of Weeks: 9

COURSE NAME & NUMBER: Medical Record Science 67 UNITS: 2

DESCRIPTIVE TITLE OF COURSE: Medical Quality Assurance

TOP CODE: _____ CAN NUMBER _____ ASSOC. DEGREE APPLICABLE: Yes X No ___

SAM CODE: _____ RECOMMENDED FOR CREDIT: CSU No UC No

PREREQUISITE(S):

Completion of Medical Record Science 66 and 70A

CATALOG DESCRIPTION:

This course exposes health science students to the history and development of the quality assurance efforts in health care. This course discusses quality assessment techniques, medical staff peer review, utilization review, and risk management along with the roles and responsibilities of individuals involved in the quality assurance process. Computerized quality assurance systems, databases, and spreadsheets will also be discussed.

COURSE OBJECTIVES

Upon completion of each unit in this course, the student will be able to:

Unit I Purpose and Philosophy of Quality Assurance

1.1 Define quality assurance
1.2 List and define the three broad components of Quality Assurance
1.3 Discuss the similarities between the characteristics of a quality assurance program and the objectives of good management
1.4 Identify the individuals involved in the quality assurance process
1.5 State the purposes for quality assurance
1.6 Explain how automated systems may be used in the quality assurance process

Unit II Historical Development of Evaluation of Quality in the U.S.

2.1 Examine ways in which health professionals have historically been concerned with quality of care
2.2 Evaluate the impact of federal legislation, JCAHO standards, and the malpractice crisis on the historical development of quality assurance in acute care facilities
2.3 Explain the role of the American College of Surgeons in inaugurating the Hospital Standardization Program
2.4 Describe the differences between the JCAHO audit requirements prior to 1980 and the

present day quality assurance requirements.

2.5 Compare and contrast the impact of Abraham Flexnor, Florence Nightingale, and Ernest Codman on quality in health care

2.6 Analyze the purpose and philosophy of the Joint Commission of the Accreditation of Healthcare Organizations

2.7 Examine the role of licensing agencies in assuring quality of care and their review methods

2.8 Summarize the major components of the following federal legislation and each relationship to quality assurance:

A. PL 89-97
B. PL 92-603
C. PL 93-641
D. PL 97-248
E. PL 98-21
F. Health Care Quality Improvement Act

Unit III Developing a Quality Assurance Program

3.1 Identify the major components of quality assurance in the acute care facility

3.2 Discuss the various roles of the medical record practitioner, quality assurance coordinator, and medical staff coordinator in each component of quality assurance.

3.3 Define the role of the quality assurance coordinator and the quality assurance committee.

3.4 List ten essential characteristics of a hospital's quality assurance program

3.5 Examine the JCAHO standards for quality assurance

3.6 Describe the governing board's and the medical staff's responsibility in the quality assurance process

3.7 Analyze a written quality assurance plan

3.8 Discuss how quality assurance programs are organized and administered

3.9 List the components which must be addressed in the annual evaluation of the quality assurance program

3.10 Discuss the qualifications required for a quality assurance coordinator

3.11 Assess the effect of working relationships of support service staff on the success of quality assurance efforts

3.12 Formulate a quality assurance plan for the medical record department or medical staff office

Unit IV Problem Identification

4.1 Define problem

4.2 List internal and external sources available for identifying potential problems in the delivery of quality patient care

4.3 Explain the advantages of utilizing multiple data sources in searching for problems

4.4 Examine tracking systems utilized to document problems for identification to follow through and resolution

4.5 Define the purpose of occurrence monitoring

Unit V Problem Assessment and Resolution

5.1 Discuss the reasons for establishing priorities for problem assessment and resolution

5.2 Describe the three broad categories of problem assessment methods

5.3 Discuss factors to be taken into consideration when selecting an assessment method

5.4 Define medical audit

5.5 List the major components of the old JCAH Performance Evaluation Procedure

5.6 Diagram the steps in the medical audit cycle

5.7 Differentiate between process and outcome audit

5.8 Differentiate among process, structure and outcome criteria

5.9 List the major components of criterion
5.10 Identify data sources that can be used to assess potential problems and the committee that might initially be responsible for evaluation
5.11 Formulate criteria that might be utilized in a medical audit
5.12 Perform a medical care evaluation study
5.13 Discuss the importance of data display
5.14 Define retrospective, concurrent, and prospective audit
5.15 Evaluate the possible effect of methods for selecting the sample for medical audit

Unit VI Medical Staff Peer Review

6.1 Define peer review
6.2 State the goals of medical staff peer review
6.3 Differentiate between appropriateness, medical necessity and efficiency of service
6.4 List and define the major categories of medical staff peer review
6.5 Define the relationship between the medical staff committee structure and quality assessment activities for the medical staff
6.6 List and discuss the major components of the six medical staff functions for monitoring the quality and appropriateness of patient care
6.7 List the nine steps identified by the JCAHO in the generic model for monitoring and evaluation activities
6.8 State how frequently each required medical staff function must be accomplished
6.9 Discuss the advantages and disadvantages of various mechanisms medical staffs employee to review medical records
6.10 Discuss the purposes of using record review worksheets
6.11 Diagram the flow of a medical record that has been identified for peer review in a medical staff committee
6.12 State the major elements that are required for appropriate documentation according to the JCAHO AMH standards
6.13 Examine alternative methods for appropriate documentation of medical staff peer review activities
6.14 Discuss the role of quality assurance in physician credentialing/reappointment and employee performance evaluation
6.15 Discuss methods utilized to incorporate the results of QA activities in the reappointment process
6.16 Discuss three reasons why peer review is ineffective
6.17 Discuss three ways for enhancing the effectiveness of peer review
6.18 Prepare record review worksheets for physician review
6.19 Send follow-up letters to physicians requesting additional information to complete peer review
6.20 Identify occurrence screening elements from case summaries
6.21 Analyze statistical data for emerging patterns or trends
6.22 Evaluate the need for confidentiality of data collected in the quality assurance process
6.23 Discuss legal protection for medical staff members performing peer review
6.24 Discuss state and federal provisions for protecting the confidentiality of peer review data and individuals performing peer review and limiting discovery of data

Unit VII Monitoring and Evaluation of Clinical Support Services

7.1 Define clinical support services
7.2 Identify quality assurance requirements of specific clinical support service departments in acute care facilities

7.3 List the clinical support services that have separate quality assurance standards
7.4 Discuss reasons for monitoring and evaluating the quality and appropriateness of clinical support services
7.5 Differentiate between quality assurance and quality control
7.6 List the steps in the generic model for monitoring and evaluation
7.7 Develop methods for accomplishing monitoring and evaluation of clinical support services
7.8 Establish indicators with related criteria for important aspects of clinical support services
7.9 Identify the responsibility of the Medical Director of clinical support services

Unit VIII Plant, Technology, and Safety Management

8.1 State the purpose of the hospital-wide hazard surveillance program
8.2 Describe the required composition of the Safety Committee
8.3 State how frequently the Safety Committee must meet and to whom they submit reports
8.4 List the two major components of an organized safety education program
8.5 State how frequently the Emergency Preparedness Plans must be executed
8.6 State how frequently the Fire plan must be exercised.
8.7 State the purpose for granting authority to the Safety Committee
8.8 State how frequently employees must receive in service on fire, safety and disaster

Unit IX Infection Control Standards

9.1 Differentiate between nosocomial, community acquired infection and reportable disease
9.2 State the composition of the Infection Control Committee, how frequently it meets, and when the committee can make policies and clinical decisions
9.3 Discuss the purpose of infection control surveillance programs

Unit X Utilization Review

10.1 Define utilization review
10.2 List the objectives of utilization review
10.3 Discuss the impact of JCAHO and federal regulations on the historical development of utilization review
10.4 State the JCAHO and federal requirements for UR
10.5 Discuss the impact of discharge planning
10.6 Explain the roles of the Utilization Review Committee, UR Coordinator and the physician advisors
10.7 Differentiate among pre-admission review, admission review, concurrent review and extended stay review
10.8 Discuss the method of current Medicare reimbursement
10.9 Differentiate between the PSRO's and the PRO's
10.10 Evaluate the effect of the prospective pricing legislation on UR activities
10.11 State the types of review which the PRO's are required to perform
10.12 Demonstrate the ability to utilize screening criteria and perform admission and extended stay review
10.13 Define utilization management and list the components of an effective UR program

Unit XI Risk Management

11.1 Discuss the impact of court decision and the malpractice crisis on the historical development of risk management
11.2 List and discuss the objectives of risk management
11.3 Describe internal and external incentives for risk management
11.4 Define the following terms: risk, problem, incident, potentially compensable event

11.5 State the purpose of an incident report or notification form
11.6 Explain the inter-relationship of risk management with quality assurance, utilization management, infection control, safety and accreditation functions
11.7 Examine the new JCAHO standards for risk management

Unit XII Quality Assurance Requirements for Acute Facilities in Specific Program Areas

12.1 Discuss the QA requirements for cancer programs approved by the American College of Surgeons
12.2 Discuss the quality assurance requirements of the College of American Pathologists
12.3 Discuss the QA requirements for renal dialysis units involved in the federal end-stage renal disease network

Unit XIII Quality Assurance in Non-acute Health Facilities

13.1 Define the role of quality assurance in non-acute facilities
13.2 Describe the JCAHO, federal requirements and other regulatory agency requirements for quality assurance in non-acute facilities
13.3 Describe the difference and similarities between QA in the acute care setting and QA in the non-acute care setting

Unit XIV Confidentiality of Quality Assurance Information

14.1 Define the legal and confidentiality issues related to quality assurance activities
14.2 Discuss the expanding functions of quality assurance and the role of the medical record practitioner in assisting with this expansion
14.3 Differentiate between discoverability and admissibility

GENERAL METHODS OF INSTRUCTION

1. Lecture
2. Audiovisual aids
3. Guest Lecturers
4. Demonstration
5. Practical Application

METHODS OF EVALUATION

1. Mid-term Exams: combination essay, short answer, multiple choice, matching, true/false
2. Competencies
3. Written projects
4. Attendance and class participation
5. Writing assignments will include:
   A. Completion of projects which include
      1. Occurrence monitoring audit
      2. Medical Care evaluation study
      3. Quality Assurance Plan for a hospital department
   B. Completion of Competencies
   C. Essays using higher levels of critical thinking as part of in class exams
6. Critical thinking will be demonstrated by the writing of in-class essays and completion of projects and competencies. Students are expected to utilize critical thinking skills to evaluate the role of hospital personnel in quality assurance programs and assess the impact of these systems on improving evaluation study will require the analysis of mock medical record documentation to determine if criteria are et and syntheses of findings into a final report. In addition, students will analyze statistical summaries for emerging patterns and trends

BOARD OF REGISTERED NURSING

and

BOARD OF VOCATIONAL NURSE AND
PSYCHIATRIC TECHNICIAN EXAMINERS

4.4

EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE

DEPARTMENT OF Consumer Affairs

BOARD OF REGISTERED NURSING

BOARD OF VOCATIONAL NURSE AND PSYCHIATRIC TECHNICIAN EXAMINERS

Dear Colleague:

Nursing practice involves functions which are performed by nurses aides, licensed vocational nurses and registered nurses.

For the past several years, the Board of Registered Nursing and the Board of Vocational Nurse and Psychiatric Technician Examiners have met and jointly identified levels of nursing and the expectations of each level of nursing practice.

It was the intent of these joint meetings to define functions of each level of worker and that there be no other identification than Nursing Levels I, II, III and IV. These functions will be expected behavioral performance at the beginning levels.

It is our hope that these levels will be utilized in future curriculum planning to facilitate the development of the career ladder or upward mobility.

The levels were seen as a joint effort to establish regulations for minimum educational requirements, identify competence, assist in the development of standardized procedures in view of emerging overlapping functions, and as having guidance value relative to continuing education.

Employers could utilize the levels as expectations of the nurse, and by the new graduates in their expectation in accepting new nursing roles.

Gordon L. Ogden

GORDON L. OGDEN, PRESIDENT
BOARD OF REGISTERED NURSING

Evelyn M. Chamberlin

EVELYN CHAMBERLIN, PRESIDENT
BOARD OF VOCATIONAL NURSE AND PSYCHIATRIC TECHNICIAN EXAMINERS

am

EXPECTED COMPETENT PERFORMANCE AT ... BEGINNING LEVELS OF NURSING PRACTICE

FUNCTION	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
1. Assessment	A. Gathers information in non-acute, uncomplicated nursing problems: 1. To aid self, or;	A. Gathers information necessary: 1. To reach a nursing diagnosis or for care plan evaluation in stabilized, well-defined health or illness conditions with an apparent and identified course.	A. Gathers information necessary: 1. To reach a nursing diagnosis or for care plan evaluation in well-defined health or illness problems occurring generally within the community and which have predictable outcomes.	A. Gathers information necessary: 1. To reach a nursing diagnosis relative to the health illness conditions leading to problems requiring a synthesis of concepts and theory in developing and applying the nursing process by: a. Understanding the goals and rationale of medical diagnosis and treatment. b. Interacting appropriately with the consumer (patients), family, and others by the effective use of all forms of communication in individual and group interaction to identify and analyze consumers' needs, taking into account significant factors such as illness, age, general condition, treatment plan, cultural background, religion and consumers' own perception of illness.

BEN/LVN
2/11/76

BEST COPY AVAILABLE

FUNCTION	EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE			
	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
1. Assessment (Cont'd)	2. To aid others in reaching a nursing diagnosis or in evaluating a care plan by:	2. To aid others in reaching a nursing diagnosis or in evaluating a care plan in:	2. To aid others in reaching a nursing diagnosis or in evaluating a care plan in:	2. Identifying and assembling relevant observed information and knowledge in examination of the consumer in his total environment by:
	a. Using basic concepts of communication with patients, families, visitors, and health-team;	a. Applying basic concepts of communication with patients, families, visitors and the health-team;	a. Applying basic concepts of communication within interaction with patients, families, visitors, and the health-team;	a. Recognizing environmental conditions that affect consumers' health and comfort or may have an adverse effect on consumers, personnel and others.
	b. Developing workable interpersonal relationships with families, patients, visitors, and the health-team;	b. Developing effective interpersonal relationships with patients, families, visitors, and the health-team;	b. Developing effective interpersonal relationships with patients, families, visitors, and the health-team;	b. Recognizing environmental conditions that affect himself and his ability to cope or adapt to these conditions.
	c. Recognizing individuals are different;	c. Evaluating the results of communication with patients, families, visitors, and the health-team, and;	c. Evaluating the results of communication with patients, families, visitors, and the health-team, and;	
	d. Evaluating the results of own communication with patients, families visitors, and the health-team, and;	d. Identifying overt individual differences;	d. Identifying overt and covert individual differences:	
	e. Observing to the extent there is recognition of gross symptoms and deviations.	e. Observing, identifying normal and abnormal, or deviations from normal.	e. Observing, identifying normal and abnormal, or deviations from normal.	

BEST COPY AVAILABLE

EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE

FUNCTION	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
1. Assessment (Cont'd)				3. Locating selected resource literature and interpreting these reports in nursing and related areas and translating significant findings into practice. 4. Utilizing knowledge of various types of health care delivery systems to select the most appropriate resource(s). 5. Identifying consumers' own strong and weak resources and determining how he can make the best use of potential. 6. Differentiating areas of responsibility in the doctor-nurse-consumer relationship. 7. Determining the problems of the consumer and families that necessitate changes in their usual pattern of behavior. 8. Identifying the effect of health-related community action programs on the consumer.

BRN/LVN
2/11/76

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FUNCTION	EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE			
	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
1. Assessment (Cont'd)	B. Gathers information on basic physical, psycho-social signs.	B. Compiles and sorts information on physical psycho-social signs.	B. Selects, compiles, and sorts information on physical psycho-social signs.	B. Analyzes behavior which indicates gross and subtle psychological and/or physiological disturbances including response of the individual self or others to stress by: 1. Identifying the conditions and factors that inhibit or expedite the development of satisfactory inter-personal relationships. 2. Differentiating between normal and/or gross deviation in psycho-social and physiological processes and the variations which occur.
	C. Reports and/or records basic information.	C. Analyzes and interprets standardized information obtained from the total health team, the family, and common, recurring signs, symptoms, and reactions by: 1. Seeking consensus that observations are valid. 2. Recognizing common subjective and objective symptoms or manifestations - physiological and/or behavioral - that signal the existence of a problem and; 3. Identifying common, recurring nursing problems.	C. Analyzes and interprets information obtained from the total health team, appropriate resources, the family, diagnostic measures, signs, symptoms, and reactions by: 1. Seeking consensus that observations are valid. 2. Recognizing subjective and objective symptoms or physiological and behavioral manifestations and their inter-relationships which may signal the existence of a problem. 3. Identifying nursing problems.	

BKH/LVN
2/11/76

BEST COPY AVAILABLE

FUNCTION	EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE			
	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
1. Assessment (Cont'd)			4. Diagnosing nursing problems. 5. Identifying some of the more common community health problems.	
II. Develop Plan	A. Gives information for use in the design, development, and modification of nursing care plans for assigned patients.	A. With direction, designs, develops, and modifies nursing care plans for patients with common, recurring nursing problems.	A. Designs and develops modifications of nursing care plans for patients with common recurring nursing problems in a variety of situations.	A. Plans nursing intervention which reflects understanding of scientific principles.
	B. Makes most effective use of equipment and own time in caring for patients by:	B. Plans nursing care for assigned patients (individual and/or group) in such a way the most effective use of time, equipment and personnel is carried out by:	B. Plans nursing care for groups of patients or individual patients in order to make the most effective use of time, equipment, and personnel in meeting patient needs by:	B. Plans an environment (immediate and spatial) conducive to physical and emotional comfort.
	1. Applying basic, scientific principles;	1. Applying basic scientific principles in planning care;	1. Applying the principles of humanities, natural, behavioral, medical and nursing sciences in planning care.	
	2. Determining with assistance, usual priorities of patients' needs; and	2. Determining usual priorities of patients' needs;	2. Determining priorities of patients' needs;	
	3. Not applicable.	3. Identifying the purposes and effects of basic preventive, diagnostic, supportive, and therapeutic interventions.	3. Identifying the purposes and effects of preventive, diagnostic, supportive, and therapeutic interventions.	

BEH/LVH
2/11/76

EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE

FUNCTION	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
II. Develop Plan (Cont'd)	4. Allowing for flexibility within approaches outlined.	4. Identifying commonly accepted approaches, and;	4. Identifying appropriate alternate approaches, and;	
		5. Developing with assistance, immediate and long-range goals.	5. Developing care plans which include immediate and long-range goals.	
	C. Not applicable	C. Recognizes and plans for management of defined problems about which there is a precise body of knowledge.	C. Recognizes and plans for management of problems which there is a wide body of knowledge.	C. Selects and is skillful in manipulation of technical equipment.
	D. Exercises judgment within clearly defined limits and only in situations where there is recourse to assistance and support as needed by:	D. Exercises judgment within clearly defined limits and in situations where there is available assistance and support if needed by:	D. Exercises judgment in situations where there is recourse to assistance or support if needed by:	D. Plans with consumers, family health-team to set attainable goals in implementing nursing care which support healthy patterns or promote healthier patterns.
	1. Knowing when assistance is required;	1. Knowing when assistance is required and making appropriate decisions	1. Knowing when assistance is required and making appropriate decisions.	
	2. Recognizing gross deviations from the stable pattern which indicates assistance is indicated before making decisions about basic nursing care;	2. Recognizing clues which signal that assistance is needed in making a decision and/or carrying out a task, and;	2. Anticipating clues of variation from the stable pattern, which indicates that assistance is indicated before making decisions;	
		3. Identifying and reporting problems that require referral.	3. Planning for appropriate patient referral;	

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FUNCTION	EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE			
	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
II. Develop Plan (Cont'd)		4. Not applicable.	4. Planning for utilization of community agencies pertinent to the therapeutic plan of care, and;	
		5. Identifying legal responsibilities.	5. Identifying legal responsibilities.	
				E. Functions independently and interdependently in the nursing process by consulting and collaborating with physicians and others in planning health care programs.
				F. Applies principles of organization and management in coordinating the nursing care of a group of consumers.
				G. Develops effective teaching and learning strategies in planning for the explanation of medical diagnosis and treatment plan prescribed by the physician to the consumer and his family
				H. Identifies modes of transmission of infections and selects and implements appropriate measures to prevent spread of infections.

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FUNCTION	EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE			
	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
III. Activating Plan	A. Implements standard course of action as delegated.	A. Implements one or another standard course of action as delineated.	A. Implements a course of action indicated in the situation.	A. Implements techniques in emotional and physical situations with the purpose of protecting self and others.
	B. Uses well established and standardized techniques and approaches in giving basic nursing care by: 1. Using standardized techniques, skillfully, and; 2. Performing common nursing procedures.	B. Provides common nursing measures and medically delegated techniques required to meet patient needs. 1. Applying basic scientific principles in implementing care; 2. Using standardized techniques and approaches skillfully, and; 3. Performing nursing procedures.	B. Provides nursing measures and medically delegated techniques required to meet patient needs by: 1. Applying principles of humanities, natural, behavioral, medical and nursing science in implementing care; 2. Skillfully using methodologies, techniques, and approaches which have been established and reasonably well standardized, and; 3. Performing nursing procedures as needed.	B. Applies the basic principles of effective group process.
	C. Not applicable.	C. Not applicable	C. Gives and/or directs nursing care by: 1. Intervening in preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. 2. Interpreting the therapeutic plan of care to the patient and family, and;	C. Conducts community clinics for case finding and screening and offers appropriate anticipatory guidance to families.

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FUNCTION	EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE			
	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
III. Activating Plan (Cont'd)			3. Teaching modifications of health needs necessitated by illness to the patient and family.	
	D. Demonstrates responsibility for personal competence in performance by:	D. Demonstrates responsibility for personal competence in performance by:	D. Demonstrates responsibility for personal competence in performance by:	D. Conducts nursing conferences for continued care of consumers.
	1. Assessing learning of self;	1. Assessing learning needs of self;	1. Assessing learning needs of self;	
	2. Seeking and utilizing resources to meet these needs, and;	2. Seeking and utilizing resources to meet these needs, and;	2. Seeking and utilizing resources to meet these needs, and;	
	3. Degree of supervision depending on individual ability and on situation.	3. Identifying the degree of supervision needed.	3. Identifying the degree of supervision needed.	
				E. Gives or directs and/or supervises others in their giving of health care needed by the consumer.
				F. Consults and cooperates with physicians and others in implementing health care programs for the community.

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FUNCTION	EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE			
	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
IV. Delegates	No delegation of nursing function.	A. Utilizes the capabilities of self and others by:	A. Utilizes the capabilities of self and others by:	A. Assesses the abilities and limitations of health care personnel for the purpose of assigning responsibilities by:
		1. Giving guidance to those with lesser preparation in aspects of care.	1. Assigning tasks and/or functions based on individual level of preparation, ability, and capability in the task to be delegated; and within the legal framework.	1. Identifying the legal limits of responsibility and accountability among members of the health-team.
			2. Supervising other workers in the technical aspects of care.	2. Identifying the expected role functions of the various persons participating in the health care delivery system.
			3. Giving guidance and direction to those with lesser preparation, and;	
			4. Providing for professional growth.	
		B. Identifies the legal responsibilities for:	B. Identifies the legal responsibilities of members of the health-team.	
		1. Delegating to others, and;		
		2. Assuming responsibilities for delegated functions.		
			C. Demonstrates basic teaching and leadership skills in providing for coordination and collaboration of care for the patient.	

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EXPECTED COMPETENT PERFORMANCE AT THE BEGINNING LEVELS OF NURSING PRACTICE

FUNCTION	LEVEL I (Certification as Nurses Aide)	LEVEL II (Vocational Nurse Licensure)	LEVEL III (Registered Nurse Licensure)	LEVEL IV (Bachelor of Science in Nursing)
IV. Delegates (Cont'd)			D. Utilizes opportunities to actively involve the patient in planning his care with members of the health-team.	
V. Evaluates - Modifies	See Function I	A. With assistance, assesses and evaluates the nursing intervention employed by: 1. Demonstrating observational skills in assessing results of intervention; 2. Obtaining pertinent information; 3. Recognizing supplemental information may be needed, and; B. Recognizes that if modification of approach is appropriate, reassessment is to be done. (See Function I)	A. Assesses and evaluates the nursing needs of the patient by: 1. Recognizing the need of the patient for continuing care; 2. Demonstrating observational skills in assessing results of intervention, and; 3. Evaluating the intervention used to meet the needs of the individual patient. B. Obtains information pertinent to the therapeutic plan of care by: 1. Utilizing investigative techniques to ascertain supplemental information;	A. Identifies anticipated and unanticipated consequences of her action and recognizes for future intervention by: 1. Recognizing the personal responsibility of a nurse to promote improvement in nursing practice and nursing education. 2. Adjusting the consumers' treatment plans on the basis of changes in the consumers' physical and emotional states.

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HOME ECONOMICS/ CONSUMER EDUCATION

PROGRAM/COURSE	COMPETENCY SOURCES*
General Home Economics	27, 32, 35, 39, 49, 79, 83, 84, 86, 99
Home Decoration	3, 8, 27, 32, 35, 39, 48, 49, 72, 79, 86, 98
Occupational Home Furnishings	8, 32, 79, 84, 98
Floristry	29, 60, 61, 86, 87, 98
Clothing & Textiles Management	3, 8, 27, 50, 84, 86
Clothing Design	3, 10, 27, 44, 49, 50, 79, 84, 86
Clothing Merchandising	39, 49, 50, 79, 86
Upholstery	96, 98
Industrial Sewing	8, 83, 98
Comprehensive Consumer/Homemaking Education	35, 49, 50, 86
Comprehensive Consumer/Homemaking Economics	86
Child Development Care & Guidance	27, 29, 35, 37, 39, 44, 49, 50, 59, 60, 63, 79, 86
Clothing and Textiles	3, 39, 49, 50, 79, 84, 86
Consumer Education	3, 8, 29, 32, 35, 37, 50, 79, 84, 86, 98
Family/Individual Health	84
Family Living Parenthood	49, 84, 86
Food & Nutrition	3, 27, 29, 32, 35, 44, 49, 59, 60, 69, 79, 83, 84, 86
Family Relations	39, 59, 60, 84, 86
Child Care & Guidance Management	27, 29, 35, 39, 49, 59, 60, 63, 86, 98
Food Production & Management	7, 29, 37, 75, 79, 84, 86, 92, 96, 98
Food Management	7, 35, 44, 50, 79, 84, 86, 98

*** See Bibliography for detailed listings of competency sources**

HOME ECONOMICS/ CONSUMER EDUCATION

PROGRAM/COURSE	COMPETENCY SOURCES*
Dietetics	7, 32, 49, 50, 79, 84
Quantity Food Services	35, 37, 39, 50, 75, 79, 84
Institutional Management	35, 84
Special Education Services	29
Food Service Technician	8, 35, 39, 44, 84, 98
Chef Training	29, 35, 84, 86, 96
Institutional Cook	35, 37, 84
Restaurant Management	35, 50, 80, 84, 97
Cosmetology	12, 24, 29, 39, 44, 49, 69, 79, 83, 98, 111

*** See Bibliography for detailed listings of competency sources**

NAPA VALLEY COLLEGE

E CH 120 - CHILD GROWTH & DEVELOPMENT

Course Objectives: (defined in terms of what the student will be able to do)

escribe the three stages of prenatal development and list the environmental and genetic factors that affect prenatal development.

or any age between 0 and 18 identify the major characteristics.

Describe the stages of physical/motor, social/emotional, language and cognitive development from 0 to 18.

Select appropriate play activities for any given age.

mpare the role of the adult during infancy, preschool, middle childhood and adolescence.

dentify the most common developmental problems during infancy, preschool, middle childod, and adolescence.

tructional Methods: (e.g.: lecture-lab; lecture-private reading-essays-quizzes; lecture-observation; lecture-demonstration; field trips, personalized instruction.)

ture, discussion, film strips, observation of children and their families.
three reports on observation of individual children: pre/school age; school "special needs" children.

ation of Progress: (e.g.: three midterms, essay-type; objective)

ination of objective/essay tests (at least four). Written reports and classroom cipation. Oral reports are encouraged. They may be on section of book or related ct. Written report on any subject related to course may be substituted.

m Standard for Passing: (Must be stated in terms of a numerical/percentage figure; e.g.: must complete all exams with a minimum of 65% accuracy)

tudent must earn 60% of the possible points for a D; 70%, C; 80%, B; 90%, A.

Contents - Topical Outline (attach additional pages if required)

I. Conception to 14 months
   A. Study of human development
   B. Prenatal development and prenatal hazards
   C. Birth and the newborn
   D. Reflexes and motor development
   E. One to 14 week
   F. 14 weeks to 8 months
   G. Eight to 14 months

II. Fourteen months to 36 months
   A. Developmental characteristics 14-24 months
   B. Developmental characteristics 24-36 months
   C. Developmental disabilities 0-36 months
   D. Parenting the young child

III. Three to six years
   A. Development of initiative and competence
   B. Cognitive and language development
   C. Social/emotional development
   D. Role of adults in fostering competence
   E. Developmental problems

IV. Middle childhood
   A. Developmental characteristics
   B. Problems of development related to learning
   C. Physical and emotional problems
   D. Family and societal influence

V. Developmental processes 0-12
   A. Physical/motor development
   B. Language development
   C. Cognitive development
   D. Social/emotional development

VI. Adolescence
   A. Biological maturing
   B. The search of identity
   C. Cognitive functioning in Adolescence
   D. Young adulthood

PERFORMANCE OBJECTIVES - IDENTIFY, LIST, OR DEMONSTRATE THE PARTS OF THE SUBJECT WHICH CONTRIBUTE TO THE TOTAL EFFECT TO BE ACHIEVED

The student will be able to:
- demonstrate understanding of development characteristics of children 0-18 years of age;
- demonstrate at least five different approaches to discipline;
- demonstrate at least five different approaches to building of self-esteem and confidence in children.

PREDOMINANT METHOD(S) OF INSTRUCTION - SELECT ONE

- ☐ LECTURE
- ☒ LECTURE - DISCUSSION
- ☐ DISCUSSION - SEMINAR
- ☐ LABORATORY
- ☐ LECTURE/LABORATORY
- ☐ LEARNING LABORATORY
- ☐ WORK EXPERIENCE
- ☐ TELEVISION
- ☐ MEDIATED INSTRUCTION
- ☐ COMPUTER ASSISTED INSTRUCTION
- ☐ DIRECTED (INDEPENDENT) STUDY
- ☐ OTHER INDEPENDENT STUDY
- ☐ OTHER (SPECIFY)

EVALUATION OF PROGRESS (EG. THREE MIDTERMS, ESSAY TYPE, OBJECTIVE)

- One midterm (essay)
- One final examination (essay)
- Ongoing journal

MINIMUM STANDARDS FOR PASSING - MUST BE STATED IN TERMS OF NUMERICAL/PERCENTAGE FIGURE TO EARN A GRADE OF D.

- Student must earn minimum score of 60% on all examinations.
- Student must complete 60% of all assigned work.

TOPICAL OUTLINE - CONTENTS (USE ADDITIONAL SHEETS AS NECESSARY)

See Attached Page 3

TOPICAL OUTLINE - Contents

Developmental Characteristics for Each Successive Age/Stage:
- Infants
- Toddlers
- Preschoolers
- 6-12 Year Olds
- 13-18 Year Olds

Theories of Self-Esteem:
- The Process of Self-Esteem Building, Enhancement, Protection
- Understanding Strategies for Self-Esteem Building, Enhancement, Protection

Theories of Verbal and Non-verbal Communication:
- Understanding Communication Processes
- Building Listening Skills
- Developing Assertive Sending Skills (Asking and Refusal Skills)
- The Power of Words to Build or Tear Down Self-Esteem

Theories of Emotional Development:
- Understanding and Accepting Emotions

A Synthesis of Theories and Research on Parenting Skills Including:
- Parental Leadership Styles
- Discipline Without Damage
- Problem Solving
- Child Abuse
- Cultural Influences on Parenting
- Power and Control
- Influences of Environment on Parenting Skills

North Orange County Community College District
(Cypress College/Fullerton College)

INDIVIDUAL PROGRAM ARTICULATION AGREEMENT

FASHION CAREERS/FASHION DESIGN/SEWING OCCUPATIONS

It is hereby agreed by the parties below that Fullerton College and the North Orange County Regional Occupational Program, hereinafter referred to as NOCROP, will articulate the following courses which are part of Fullerton College's **FASHION CAREERS** Program and NOCROP'S **FASHION DESIGN/SEWING OCCUPATIONS** Program:

COLLEGE COURSE	NOCROP COURSE	ARTICULATED PROCESS
1. 101 Clothing	Fashion Design/Sewing Occupations	Advanced Placement with 2 units credit
2. 205 Tailoring	Fashion Design/Sewing Occupations	Advanced Placement with 2 units credit
3. 288 Principles of Apparel Production	Fashion Design/Sewing Occupations	No Articulation

The above agreement is contingent upon the student's successful completion of competencies specified on the addenda which becomes part of this agreement. The Student Articulation application will be valid for one year from the date of certification.

ARTICULATION AGREEMENT TERM

This agreement and the attached Curriculum Team Worksheets are subject to annual review. Either party may terminate this agreement by giving 30 days written notice delivered to the designated representative of the other party.

CURRICULUM TEAM WORKSHEET

NOCCCD Course 101 Clothing

Agency/District/High School NOCROP

Program Fashion Careers

Cypress__ Units 2
Fullerton X

Courses: A Fashion Design/Sewing Occupation

B _____

C _____

D _____

Course Catalog Description

Designed for the beginner and experienced seamstress. Includes custom and speed techniques for developing skills in clothing construction. Includes various techniques for obtaining perfect fit of a garment plus professional methods for constructing clothes.

Competencies Achieved
At End of NOCCCD Course

*Exit NOCROP Program Courses Meeting NOCCCD Competencies

The student will be able to sew a garment demonstrating competent use of the following techniques:

	A	B	C	D
1. Pattern preparation: One inch seams on fitting and zipper seams. Personal Fitting adjustments.	Y			
2. Fabric preparation, layout, pinning, cutting.	Y			
3. Marking methods with dressmakers tracing paper, tailor tacks, pin marking, thread marking.	Y			
4. Select and use appropriate non-woven and fusible interfacings.	Y			
5. Hand basting, pin basting, machine basting, tailor basting.	Y			
6. Directional stay stitching.	Y			
7. Dart construction: hand-basting, pin-basting, factory method plus tying threads, back stitching, taper stitching.	Y			
8. Select appropriate pressing techniques for the fabric.	Y			
9. Use following pressing equipment: press cloths, iron covers, sleeveboard, ham, point press, tombstone, seam board, seam roll and iron.	Y			

*Indicate match with Y for "Yes", N for "No"

Competencies Achieved At End of NOCCCD Course	*Exit NOCROP Program Courses Meeting NOCCCD Competencies			
	A	B	C	D
10. Seam finishes: pink, stitch and pink, clean finish, edge stitch, machine and hand overcast, Hong Kong, bound lace, and overlock.	Y			
11. Apply both unlined and lined facings.	Y			
12. Enclosed seams: trimming, grading, notching, clipping, understitching.	Y			
13. Prepare neck facing for zipper.	Y			
14. Round and or pointed collars with understitching and bubbling.	N			
15. Set-in and set-on sleaves using easing, shrinking the fullness, gathering, armscye seam finishing.	Y			
16. Waist seam with stay tape and zipper.	N			
17. Zippers using single flap, double flap, invisible and hand picking.	Y			
18. Hems: French/Tailors hem, machine blind hem, machine rolled hem.	Y			
19. Hand stitches: catch-stitch, vertical stitch, whipstitch, slipstitch, blind/edge stitch.	Y			
20. Fasterners: hooks with metal or thread eye, snaps buttons by hand and machine, and machine buttonholes.	Y			
21. Use and care of basic sewing equipment including sewing machine, scissors and shears, seam ripper, measuring tape and devices, thimble.	Y			
22. Student can fit a skirt or pants.	Y			
23. Student can fit a basic bodice and then a dress, blouse, jacket or shirt.	Y			

CURRICULUM TEAM WORKSHEET

NOCCCD Course 205A Tailoring

Agency/District/High School ROP

Program Fashion Careers

Cypress__ Units 2

Fullerton X

Courses: A Fashion Design/Sewing Occup.

B _____

C _____

D _____

Course Catalog Description

Present traditional custom tailoring techniques and industry techniques for producing women's and men's tailored garments such as suits and coats. Student constructs a lined jacket or coat.

Competencies Achieved At End of NOCCCD Course	*Exit NOCROP Program Courses Meeting NOCCCD Competencies			
	A	B	C	D
The student shall be able to:				
1. Evaluate personal values and resources and make appropriate decisions concerning: a. the option of buying vs. constructing tailored garments b. the choice of methods of construction c. the selection of pattern and fabrics	Y			
2. Recognize characteristics and analyze construction of professionally tailored garments and ready-to-wear garments.	N			
3. Select compatible pattern, fabric and findings to be used in a tailored garment.	Y			
4. To recognize good fit and analyze correct fitting problems.	Y			
5. Demonstrate proficiency in the following techniques as applied to tailoring weight fabrics:	Y			

*Indicate match with Y for "Yes", N for "No"

Competencies Achieved At End of NOCCCD Course	*Exit NOCROP Program Courses Meeting NOCCCD Competencies			
	A	B	C	D
a. piped or corded buttonhole or handworked keyhole b. taping front edge: hand or machine method c. chaping collar and lapel: hand pad stitch and one non-traditional method d. interfaced hem e. slashed pocket				
6. Construct a lined jacket or coat using appropriate tailoring techniques.	Y			

CURRICULUM TEAM WORKSHEET

NOCCCD Course 288 Principles of Apparel Manufacturing

Agency/District/High School ROP

Program Fashion Design

Courses: A Fashion Design/Sewing Occup.

B

C

D

Cypress___ Units 2

Fullerton X

Course Catalog Description

Provides an opportunity for students to learn the techniques of ready-to-wear garment manufacturing in preparation for a job as design room assistant. Includes production room management, layout and cutting techniques, power machine operation, professional pressing, quality control, grading, sorting, and labeling.

Competencies Achieved At End of NOCCCD Course	*Exit NOCROP Program Courses Meeting NOCCCD Competencies			
	A	B	C	D
The student will be able to:				
1. Make out a cost estimate sheet for a variety of garments	N			
2. Make a marker (cutting guide) for best utilization of fabric	Y			
3. Spread the required amount of fabric according to the marker.	N			
4. Cut the garment, using a factory type cutting machine.	N			
5. Be familiar with various industrial machines: a. single needle b. overlock c. blindstitch	Y			

*Indicate match with Y for "Yes", N for "No"

Competencies Achieved At End of NOCCCD Course	*Exit NOCROP Program Courses Meeting NOCCCD Competencies			
	A	B	C	D
. Assemble the garment on the above machines within specified time.	N			
. Inspect, trim, and press completed garments on commercial pressing equipment.	N			
. Analyze results of work through comparisons of time, cost, efficiency.	N			

CURRICULUM TEAM WORKSHEET

NOCCCD Course CA120 - Sanitation Safety

Agency/District/High School NOCROP

Program Food Service Management

Courses: A Food Services Restaurant
Advanced Training

Cypress X Units 2
Fullerton ____

B _____

C _____

D _____

Course Catalog Description

This course is designed to acquaint students with principles of sanitation and safety in food service. The course content includes basic microbiology, the cause, control, and investigation of food borne illnesses, sanitary practices in purchasing, storing and preparing food, sanitary maintenance of kitchen dining room and all equipment, personal hygiene and the safety of all equipment, food handler, vector control and safety practice.

Competencies Achieved At End of NOCCCD Course	*Exit Program Courses Meeting NOCROP Competencies			
	A	B	C	D
1. List the reasons for managing a sanitary food operation.	Y			
2. Define important sanitation terms.	Y			
3. Describe hazards to sanitary food.	Y			
4. Identify major food borne illnesses: microorganisms, symptoms, preventative measures.	N			
5. Explain the role of the food service Manager in sanitation.	Y			
6. Identify the government programs responsible for food safety.	Y			
7. List the guidelines for inspection of food.	Y			
8. Organize a cleaning program.	N			
9. Identify methods of identifying vectors.	Y			

*Indicate match with Y for "Yes", N for "No"

12/88

CURRICULUM TEAM WORKSHEET

NOCCCD Course CA140 - Pantry Skills

Agency/District/High School NOCROP

Program Food Service Management

Cypress X Units 4
Fullerton ___

Courses: A Food Services Restaurant Advanced Training
B ___
C ___
D ___

Course Catalog Description

This course is designed to meet the growing need for trained personnel in hotels, restaurants, coffee shops, and other types of food service establishments. The course includes lecture and demonstration of pantry practices and procedures. The student will prepare and serve pantry item foods and beverages.

Competencies Achieved At End of NOCCCD Course	*Exit Program Courses Meeting NOCROP Competencies			
	A	B	C	D
Upon successful completion of the semester, the student will be able to:				
1. Select and prepare fruits and vegetables for cold presentation.				
2. Demonstrate basic skills of plate garnishment.	Y			
3. Display rudimentary techniques of vegetable carving.	Y			
4. Recognize name and ingredients of classical salads.	Y			
5. Prepare basic salad dressings.	N			
6. Demonstrate techniques for molded salads and mousses.	Y			
7. Set up salad line in dining room.	N			
8. Explain methods of cold fish presentation.	Y			
9. Prepare cold and hot soups.	N			
	Y			

*Indicate match with Y for "Yes", N for "No" 12/88

CURRICULUM TEAM WORKSHEET

Agency/District/High School NOCROP

NOCCCD Course CA 142 - Baking and Pastry

Program Food Service Management

Courses: A Food Services Restaurant Advanced Training

B

C

D

Cypress X Units 4

Fullerton

Course Catalog Description

This course is designed to develop entry skills in baking. The subject area includes: portioning, accuracy in measuring, baking of cakes, pies, breads, rolls, and other yeast and non-yeast products, fillings for pies, tarts, meringues, icings, and toppings. Emphasis is on quality of baking and creative decorating.

Competencies Achieved at End of NOCCCD Course

*Exit Program Courses Meeting NOCROP Competencies

	A	B	C	D
By the end of the semester, the student will be able to:				
1. Accurately measure dry and liquid ingredients using measuring cups and scales.	Y			
2. Identify and properly adjust various ovens.	Y			
3. Mix ingredients properly on large and small mixing machines.	Y			
4. Produce saleable baked products.	N			
5. Demonstrate basic fundamentals of cake decorating.	Y			
6. Identify properties of various flours and glutens, leavening agents, sugars, and fats.	Y			
7. Prepare from memory the "Super Duper Pie Crust"	Y			

Indicate match with Y for "Yes", N for No" 12/88

OFFICE EDUCATION

PROGRAM/COURSE	COMPETENCY SOURCES*
Secretarial	10, 12, 19, 27, 29, 34, 35, 39, 40, 44, 47, 49, 50, 55, 56, 58, 60, 61, 63, 69, 77, 83, 84, 86, 97, 98, 100
Legal Secretary	21, 29, 34, 35, 40, 49, 50, 58, 60, 61, 63, 69, 77, 79, 83, 84, 86, 97, 98, 100
Clerical	12, 27, 29, 34, 40, 41, 47, 49, 50, 56, 58, 60, 61, 63, 69, 77, 82, 83, 84, 86, 97, 100
Court Reporting	21, 29, 34, 40, 41, 63, 65, 83
Medical Secretary	29, 34, 50, 60, 63, 69, 77, 84, 86, 97, 98, 100
Typing	10, 12, 27, 29, 34, 35, 37, 40, 44, 47, 49, 50, 55, 58, 60, 61, 63, 65, 69, 77, 79, 82, 84, 86, 97, 100, 106
Word Processing	10, 27, 29, 34, 35, 39, 40, 41, 44, 47, 49, 50, 58, 60, 61, 63, 69, 79, 82, 83, 84, 86, 97, 100
Labor Relations	61
Legal Assistant	27, 29, 34, 35, 44, 49, 63, 69, 83, 86, 90, 98
Library Technician	47, 49
Public Relations	29, 49
Journalism	12, 29, 44
Record Management	63
Microcomputer Applications	27, 59, 61
Desk Top Publishing	86

* See Bibliography for detailed listings of competency sources

CERRITOS COLLEGE
COURSE COMPETENCIES

INTRODUCTION TO WORD PROCESSING/IBM PCS
(BUSO 1) (4 UNITS)

The student coming to Cerritos College from the secondary-level articulated office technologies program who elects to petition Cerritos College for credit by articulation/examination for Introduction to Word Processing (BUSO 1) must be able to perform 80% of the following with 100% accuracy.

1. Typing--the student must be able to type 30 wpm with a 5 error cutoff on a 5' TW.

2. Proofreading--the student must be able to understand and use proofreader marks; have a knowledge of proper proofreading techniques to proof for content, format, and style on various types of documents; have a working knowledge of word division rules; understand the proper use of number rules; proofread and revise original documents.

3. Formating--the student must understand and have a working knowledge of all formatting styles/procedures as they relate to:

   a. Letters--full-block, modified block, simplified block; standard or open punctuation.

   b. Memos

   c. Reports--Leftbound, unbound, topbound; footers; headers; reference and title pages.

   d. Tables--Headings, subheadings, column headings; vertical and horizontal centering.

4. Computer competency--the student must have a working knowledge of the IBM Compatible PC, keyboard, and printer.

5. Software compentency--the student must have a working knowledge of the WORDSTAR software to produce, format, and print original and revised documents.

1/15/89
busol.com

CERRITOS COLLEGE
COURSE COMPETENCIES

BEGINNING SHORTHAND (GREGG)
(BUSS 10) (4 UNITS)

The student coming to Cerritos College from the secondary-level articulated Beginning Shorthand program who elects to petition Cerritos College for credit by articulation/examination for Beginning Shorthand (BUSS 10) must be able to perform 80% of the following with 100% accuracy.

1. Transcribe from a prepared shorthand list of words, phrases, and brief forms with 70 percent (C grade) accuracy.

2. Demonstrate the ability to spell business terms correctly with 70 percent (C grade) accuracy.

3. Read aloud material written in shorthand from the textbook with 95 percent accuracy.

4. Demonstrate the ability to punctuate a business letter correctly with 70 percent (C grade) accuracy.

5. Demonstrate practice application of shorthand theory by preparing typewritten transcripits of three-minute shorthand dictation tests with at least 95 percent accuracy (spelling, grammar, and punctuation are included in accuracy) with a minimum speed of 50 wpm.

1/15/89
buss10.com

YUBA COMMUNITY COLLEGE **COURSE OUTLINE** Static Id# 2 1 0 0 6 0 . 3 5
Date Effective Fall 92

Department OFFICE ADMIN No. 15A Title ELEMENTARY TYPEWRITING
Division BUSINESS Total Crs. hrs 90 Lec hrs 36 Lab hrs 54 Units 3
Abbreviated Title (max. of 16 including spaces) For Schedule E L E M T Y P I N G

(2) NEW COURSE ☐ REVISED COURSE ☒ TECHNICAL REVISION ☐

(3) DEGREE CREDIT ☒ NON-DEGREE CREDIT ☐ NONCREDIT ☐

(4) Changes in Revised Courses

Minor		Major	
No Change (up date)	☐	Change in Units	☐
Change in Dept.	☐	Lecture hrs.	☐
Change in Course #	☐	Lab. hrs.	☐
Catalog Description	☐	Other Changes	
Other Minor Change ADDITIONAL INFORMATION GB			

(5) Grading Method
Letter ☒ CR/NC ☐

For Office Use
DP Input Fee 1% b
TOPS Code 0514.00
SAM CODE D
Crs. Classification I
Transfer Code 2
Note EC 3/7/90
Dept charges

(6) CATALOG DESCRIPTION: (maximum of 370 characters including spaces)

Acquire entry-level skill in typewriting for personal or professional use. Not open to students with 3 units of credit in 15R.

(7) PREREQUISITE(S) NONE

SKILL REQUISITE Language X Mathematics _____ Exception _____

(9) TOPICAL OUTLINE OF SUBJECT MATTER

Touch control of the QWERTY alphanumeric keyboard, proper typing techniques, basic speed and accuracy skill development, function and manipulation of machine parts, basic formatting skills (margins, centering, correspondence and report styles), basic language arts skill development, editing and proofreading skill development, and efficient use of reference materials.

Application of skills and knowledge through the production of simple business correspondence, tabulations, reports, and printed forms from both straight copy and rough-draft copy sources.

(10) SPECIFIC STUDENT PERFORMANCE OBJECTIVES
At the conclusion of this course, the student will be able to:

1. Correctly identify and use the parts of the electric typewriter.
2. Type for five consecutive minutes from straight copy sources at a minimum of 30 net words a minute.
3. Type to mailable standards business letters, memos, tables, reports, and printed forms.
4. Efficiently use reference materials to successfully accomplish the above items.

YUBA COMMUNITY COLLEGE COURSE OUTLINE Static Id# 2109.00.1C

Date Effective Fall 1990

(1) Department OFFICE ADMIN No. 63 Title LEGAL OFFICE PROCEDURES

Division BUSINESS Total Crs. Hrs. 72 Lec Hrs 36 Lab Hrs 36 Units 3

Abbreviated Title (max. of 16 including spaces) For Schedule L E G A L O F F P R O C E D

(2) NEW COURSE [ ] REVISED COURSE [X] TECHNICAL REVISION [ ]

(3) DEGREE CREDIT [X] NON-DEGREE CREDIT [ ] NONCREDIT [ ]

(4) Changes in Revised Courses

Minor		Major	
No Change (Update)	[ ]	Change in Units	[X]
Change in Dept.	[X]	Lecture hrs.	[ ]
Change in Course #	[X]	Lab hrs.	
Catalog Description	[X]	Other Changes	

Other Minor Change ADDITIONAL INFORMATION

(5) Grading Method Letter [X] CR/NC [ ]

For Office Use
DP Input EC 9/6/90
TOPS Code 05 19.00
SAM CODE B
Crs. Classification I
Transfer Code 1
Note

(6) CATALOG DESCRIPTION: (Maximum of 370 characters including spaces)

The legal office environment, current legal office procedures, and preparation of legal documents using automated equipment.

(7) PREREQUISITE(S) S&O 17B or OA 17A, or equivalent; S&O 18B or OA 17B is recommended

(8) SKILL REQUISITE Language X Mathematics Exception

(9) TOPICAL OUTLINE OF SUBJECT MATTER

I. Current legal office procedures

II. The environment in a legal office

III. The nature of the legal office

IV. Legal documents
- A. Legal correspondence
- B. Legal noncourt documents
- C. Court documents
- D. General court proceedings and appeals

V. Computer applications
- A. Editing
  1. Language skills
  2. Proofreading
  3. Rough draft work
- B. Searches
- C. Repetitive applications

(10) SPECIFIC STUDENT PERFORMANCE OBJECTIVES
At the conclusion of this course, the student will be able to:

1. Demonstrate knowledge of current legal office procedures.
2. Work effectively and efficiently in the legal office environment.
3. Apply current legal office procedures while preparing legal papers.
4. Format legal documents applying the rules for proper placement of material on the page.
5. Produce quality work in a reasonable length of time.
6. Apply the rules of grammar and English usage in the production of documents.
7. Correctly spell and define an extensive list of legal terminology.
8. Follow precise directions for completing tasks.

PUBLIC SAFETY

PROGRAM/COURSE	COMPETENCY SOURCES*
Public Work & Utilities	79
Search & Rescue	12, 81
Administration of Justice	9, 10, 12, 17, 29, 31, 35, 41, 44, 49, 50, 63, 69, 79, 84, 86, 87, 97, 100, 109
Corrections	23, 29, 63, 69, 79, 84, 87, 98, 100
Probation	29, 63, 86, 100
Industrial Security	12, 29, 39, 50, 87, 98
Police Academy	12, 17, 35, 36, 44, 49, 69, 79, 80, 81, 84, 97
Investigators	17, 35, 39
Human Services	40, 41, 59
Early Child Education	12, 29, 30, 35, 37, 44, 49, 50, 59, 63, 69, 71, 79, 83, 86
Child Care Services	29, 33, 35, 37, 49, 50, 59, 69, 83, 86
Parent Education	49, 50, 59, 86, 98
Gerontology Aide	96
Education Aide	29, 79
Recreation Assistant	22
Counselor Aide	29
Fire Control Technology	3, 9, 12, 26, 31, 44, 63, 73, 79, 84, 86, 94, 97
Fire Safety Technician	63, 79, 84, 86, 97, 98
Fire Academy	79, 84, 86, 97
Hazardous Materials	79
Physical Fitness for Public Safety Personnel	79

*** See Bibliography for detailed listings of competency sources**

Office of Instruction
YUBA COMMUNITY COLLEGE

COURSE OF STUDY OUTLINE
(Keep to one Page)

Static Id# L00000.00

Department A.J. No. 10 Title Introduction to Law Enforcement

Division A.A.&S. Total Crs. hrs 54 Lec hrs 54 Lab hrs 0 Units 3.0

Abbreviated Title (max. of 16 including spaces) For Schedule _____

NEW COURSE ☐
REVISED COURSE ☒

Identification of Changes

No Change	☒	Total Course hrs.	☐
Change in Dept.	☐	Lecture hrs.	☐
Change in Course #	☐	Lab. hrs.	☐
Change in Units	☐	Other Changes	☐

FOR OFFICE USE ONLY
TOPS Code 2105.00
SAM Code C
Crs. Classification I
Transfer Code 3
Associate Degree Course
Yes ☒ No ☐

CATALOG DESCRIPTION: (maximum of 370 characters including spaces)
History and philosophy of criminal justice; overview of criminal justice system identifying the various segments, their roles and interrelationships.

PREREQUISITES: None: required for all Criminal Justice Majors.
GRADING SYSTEM: Regular ☒ ; CR/NC ☐

TYPICAL OUTLINE OF SUBJECT MATTER
(Teaching/Learning Objectives of the Instructor)

1. Education and training in criminal justice,
2. The need for law enforcement and corrections.
3. Historical development of criminal juctice agencies.
4. The criminal justice process.
5. Organization and operation of criminal justice agencies.
6. Career orientation.
7. Current and future trends in criminal justice.

SPECIFIC STUDENT PERFORMANCE OBJECTIVES
At the conclusion of this course, the student will be able:

The student will be able to:
- -Record from memory the general requirements of entry into criminal justice careers & compare to personal qualification.
- -Record from memory the major steps in selection process of crimial justice personnel.
- -Write or recite major historical & contemporary theories of crime causation & under stand them.
- -From a list, explain or identify specific individuals, dates, concepts, eras, and event important to the history of criminal justice.
- -When confronted with practical police situation, understand the difficulties involving police procedure.
- -Respond with a high degree of morality & concern to situtations involving unethical and scheming human behavior
- -Spell and define jargon peculiar to police, correctional, legal and medico-legal professions.
- -Recite from memeory the major goals of the criminal justice system for the future.

Prepared by (signature): J. Fred Bowman Date Prepared _____
Semester Effective _____

New Courses must be accompanied by - NEW COURSE CHECKLIST
Complete reverse side of COURSE OF STUDY OUTLINE
For approval signature, see reverse side.

93

Data Processing Input 11/6/84 dr

YUBA COMMUNITY COLLEGE **COURSE OUTLINE** Static Id# 200230 A0

Date Effective Fa 1990

(1) Department Admin. of Justice No. 30 Title Introduction to Corrections

Division Applied Arts/Science Total Crs. Hrs. 54 Lec Hrs 54 Lab Hrs ___ Units 3.0

Abbreviated Title (max. of 16 including spaces) For Schedule I N T R O C O R R E C T I O N

(2) NEW COURSE [ ] REVISED COURSE [X] TECHNICAL REVISION [ ]

(3) DEGREE CREDIT [X] NON-DEGREE CREDIT [ ] NONCREDIT [ ]

(4) Changes in Revised Courses

Minor		Major	
No Change (Update)	[ ]	Change in Units	[ ]
Change in Dept.	[ ]	Lecture hrs.	[ ]
Change in Course #	[ ]	Lab hrs.	[ ]
Catalog Description	[X]	Other Changes	

Other Minor Change improved wording

(5) Grading Method Letter [X] CR/NC [ ]

For Office Use
DP Input EC 2/7/90
TOPS Code 2105.14
SAM CODE C
Crs. Classification I
Transfer Code 2
Note

(6) CATALOG DESCRIPTION: (Maximum of 370 characters including spaces)

History, philosophy and overview of corrections including probation, parole, and correctional institutions. (4)

(7) PREREQUISITE(S) None

(8) SKILL REQUISITE Language X Mathematics ___ Exception ___

(9) TOPICAL OUTLINE OF SUBJECT MATTER

Development and history of corrections.
The correctional process.
The correctional offender.
Jails and misdemeanants.
Probation.
Prisons & correctional institutions.
Custody and treatment.
The effects of institutionalization.
Community-based corrections.
Special areas in corrections.
Parole.
The future of corrections.

(10) SPECIFIC STUDENT PERFORMANCE OBJECTIVES
At the conclusion of this course, the student

Define and summarize the historical development of the field of corrections.

Identify the various phrases of the correctional process and agencies that deal with the offender.

Identify problems that exist among the agencies within the administration of justice system.

Describe treatment approaches for various types of offenders.

Specify the functions of probation, parole and jobs related to each.

Identify the trends in corrections.

Define and list courses and programs which will aid students in the field of corrections.

Specify the functions of jail and prison and and the jobs related to each.

A COMMUNITY COLLEGE — COURSE OUTLINE — Static Id # 1003200.20
Date Effective ~~Fall 1990~~ Spring 1991

) Department Admin. of Justice No. 200 Title Probation Officer Core Course
ision Applied Arts and Science Total Crs. Hrs. 182 Lec Hrs. 182 Lab Hrs. 0 Units 10.0
)breviated Title (max. of 23 incl. spaces) P R O B A T I O N O F F C O R E C O U R S E
rse is cross listed: Yes [ ] No [X] XL Course(s) Department(s) & #(s):

) NEW COURSE [X] REVISED COURSE [ ] TECHNICAL REVISION [ ]
) DEGREE CREDIT [ ] NON-DEGREE CREDIT [X] NON-CREDIT [ ]
CHANGES IN REVISED COURSES:

	From	To		From	To
partment			Lec hrs		
rse #	297	200			
its			Catalog description	[ ]	

er:

(5) Grading Method
Letter [ ] CR\NC [X]

For Office Use
DP Input
TOPS Code 2105.00
SAM CODE E
Crs. Classification I
Transfer Code C
UC Trnsfr Code(s) NC
CSU Trnsfr Code(s) NC
Course CAN Code
Note Elec Except

CATALOG DESCRIPTION: (Maximum of 370 Characters including spaces)
sic Concepts and skills required for "entry level" probation officers including the overall ssion, role and function in the California justice system, major tasks and responsibilities knowledge and skill requirements. Meets the State of California Board of Corrections uirements for "entry level" probation officers.

A) COREQUISITE(S): NONE [X]
B) PREREQUISITE (S) NONE [X]

SKILL REQUISITE(S): Language [ ] Mathematic [ ] Exception [ ] Course 100 or above [X]

) TOPICAL OUTLINE OF SUBJECT MATTER

California Criminal Justice System Orientation
. Codes, statutes, and other legal documents
. Confidentiality and release of information
Identifying problems and predictions
Juvenile intake and processing
Investigations
. Restitution, fines and other payments
. Referrals
Making recommendations to the court
Establishing a casework relationship
Monitoring probationer performance
. Responding to probationer performance
. Providing counseling and assistance
Transport
Case management
Public relations

(10) SPECIFIC STUDENT PERFORMANCE OBJECTIVES
At the conclusion of this course, the student will be able to:
1. Identify the major roles and responsibilities of probation officers.
2. Identify the primary purpose and scope of application of each major legal reference or source.
3. Demonstrate the procedure for accessing information on confidentiality and release of information.
4. Develop a written description of a client's behavior and appearance.
5. Identify the role of law enforcement when taking a minor adult into custody, using the W & I Code.
6. Identify and use the various types of written records during an investigation.
7. Identify the legal definitions and parameters using relevant codes, statutes and judicial council.
8. List the key factors to consider in referring a probationer for community service.
9. Discuss the elements of court reports that are mandated by the Penal and W & I Codes.
10. Describe the importance of the initial interview with the new probationer.
11. Develop a chronological entry which meets proper monitoring and record keeping requirements.
12. List the reasons for periodic review and response to probationer behavior.
13. Correctly respond to probationer questions and requests.
14. Develop a plan for conducting a transport.

HUMAN SERVICES PROGRAM COMPETENCIES
LOS ANGELES CITY COLLEGE

1. Knowledge of Mental Health problems.
2. Knowledge of abnormal behavior.
3. Knowledge of human growth and development.
4. Knowledge of various techniques in counseling and psychotherapy.
5. Knowledge of sociocultural differences and crosscultural similarities in terms of individual and group functioning.
6. Knowledge of social and recreational activities in residential facilities.
7. Knowledge of Ethics in counseling.
8. Knowledge of different methods for assessing sociocultural milieu.
9. Knowledge of major issues in psychotherapy.
10. Knowledge of Community resourses.
11. Ability to demonstrate communication skills.
12. Ability to identify disordered behavior.
13. Ability to write case histories.
14. Ability to analyze case studies.
15. Ability to use various techniques in counseling.
16. Ability to incorporate new skills.
17. Ability to use community resources effectively.
18. Ability to use supervision as a learning opportunity.
19. Ability to function as a team.
20. Ability to evaluate self experiences to further own development.
21. Ability to evaluate role play through video or classroom presentations.
22. Sensitivity with others.
23. Greater awareness of self.
24. Knowledge of Mental Health vocabulary.
25. Knowledge of special programs for the disadvantaged, handicapped, and other populations.

TRADE & INDUSTRY

PROGRAM/COURSE	COMPETENCY SOURCES*
Radio & TV Production	47, 49, 50, 59, 70
TV Technician	29, 96, 97, 98
Computer & Information Science	29, 34, 41, 44, 47, 49, 59, 63, 69, 83, 84
Computer Maintenance Technician	29, 35, 47, 49, 50, 59, 86, 98
Data Processing	12, 29, 35, 41, 47, 49, 59, 69, 83, 91, 98
Computer Programming	29, 35, 44, 49, 59, 69, 79, 83, 97
Business Computer	29, 35, 59, 69, 79, 83, 97
Scientific Computer	44, 59
Other Computer Technology	34, 97
General Engineering Technology	10, 29, 35, 45, 50
Civil Engineering	41, 45, 49, 86, 87
Design Engineering Technology	29, 45, 86
Electrical Engineering Technology	1, 28, 50, 97
Electronics Technology	6, 10, 28, 29, 35, 37, 47, 49, 50, 56, 59, 86, 87, 97
Technologies & Occupational Curricula	50, 96
Electronics	10, 12, 28, 29, 35, 41, 44, 49, 50, 59, 69, 82, 83, 86, 92, 97, 98, 104
Electronic Communications	28, 34, 35, 63, 83, 97, 98, 99
Industrial Electronics	28, 35, 39, 96, 97, 107
Radio & TV Electronics	10, 29, 83, 97, 98
Electrical Power	6, 28, 83
Computer Electronics	29, 34, 35, 44, 49, 50, 59, 83
Laser Technician	28, 62
Electrical Maintenance	35, 39, 96, 97, 98, 108

*** See Bibliography for detailed listings of competency sources**

TRADE & INDUSTRY

PROGRAM/COURSE	COMPETENCY SOURCES*
Electromechanical Technology	28, 29, 35, 41, 45, 50
Appliance Repair	35, 96, 98
Printing Lithography	39, 49, 83, 96, 98
Manufacturing Technology	29, 35, 44, 45, 49, 50, 62, 82, 87, 99, 100
Tool & Machine Design	35, 39, 44, 45, 49, 50, 69, 84, 95, 98
Mechanical Technician	35, 39, 56, 98
Environmental Control Technology	28, 49, 98
Refrigeration Systems	10, 28, 39, 44, 96, 98
Energy Conversion Systems	28, 96
Diesel Technology	6, 35, 84, 86
Diesel Mechanic	6, 35, 39, 84, 86, 96, 98
Heavy Equipment Maintenance	35, 39, 96, 98
Heavy Equipment Operation	35, 39
Automotive Technology	6, 10, 12, 29, 30, 35, 37, 44, 49, 63, 74, 83, 86, 97
Auto Mechanics	6, 29, 35, 39, 44, 49, 68, 74, 77, 82, 84, 86, 93, 96, 97, 98, 100, 101
Body Fender Repair	10, 29, 39, 44, 82, 83, 98, 100
Motorcycle Repair	96, 100
Aeronautical Technology	10, 35, 39, 41, 84, 89
Airframe	10, 39, 46, 80, 86
Powerplant	10, 39, 46, 67, 80, 86
Commercial Pilot	46, 67, 80
Construction Crafts Technology	35, 39, 44, 49, 83, 85, 87, 91, 97, 98, 99
Electrician	35, 39, 83, 87, 96, 98

*** See Bibliography for detailed listings of competency sources**

TRADE & INDUSTRY

PROGRAM/COURSE	COMPETENCY SOURCES*
Plumbing	6, 37, 39, 87, 96, 98
Glazing	96
Masonry	39, 96, 98
Painting & Decorating	35, 49, 96
Drafting Technology	12, 29, 30, 35, 37, 39, 44, 47, 49, 50, 56, 59, 69, 77, 86, 97
Architectural Drafting	29, 35, 37, 39, 41, 44, 49, 50, 59, 83, 86, 96, 97, 98
Electrical Drafting	39, 45, 49, 86
Mechanical Drafting	29, 35, 39, 41, 45, 49, 50, 59, 86, 96, 97, 98
Industrial Design	86
Technical Illustration	35, 39, 44, 45, 49, 50
Environmental Design	37
Architectural Technology	35, 50, 83
Interior Design	44, 49, 83, 84
Plastics	29, 84, 96
Petroleum	98
Industrial Technology	35, 96
Metallurgical Technology	28, 29, 35, 49, 87
Metalworking	14, 35, 63, 87
Sheet Metal	39, 86, 87, 96, 98
Welding & Cutting	6, 29, 30, 35, 37, 39, 44, 49, 50, 56, 63, 69, 77, 82, 84, 86, 87, 96, 97, 98
Woodworking	29, 35, 86, 87, 96, 98
Industrial Quality Control	28, 34, 44, 49

*** See Bibliography for detailed listings of competency sources**

TRADE & INDUSTRY

PROGRAM/COURSE	COMPETENCY SOURCES*
Civil & Construction Management Technology	37, 49
Construction Management	39, 41, 49, 83, 97, 99
Construction Inspection	10, 34, 97
Surveying	10, 34, 35, 41, 49, 86, 87, 98
Water & Waste Water	6, 10, 35, 86, 98
Commercial Music	49
Technical Theater	10, 29, 44, 49
Commercial Art	35, 49, 83, 96, 98
Cinematography	83
Photolab Technology	35, 44, 50, 59, 83, 98
Commercial Photography	35, 37, 44, 47, 59, 69, 83, 96, 98
Graphic Arts	10, 35, 47, 49, 50, 52, 78, 82, 83, 98
Technical Illustration	35, 44, 49, 50
Computer Graphics	10, 35, 47, 49, 50, 59, 83, 86
Geologic Technician	98
Oceanography	49
Environmental Hazardous Materials Technology	37
Robotics	28, 62
Optics	28

*** See Bibliography for detailed listings of competency sources**

The Objectives Page. The sample on the opposite page shows the type of information that will be listed on the *Objectives* page in your *Student Learning Guide.*

Task Identifies the skill or knowledge to be learned.

Terminal Performance Objective Identifies what you must know or be able to do when you complete the *Student Learning Guide.*

Given Identifies what materials and/or supplies will be provided when you take the written or performance test.

You Will Identifies how you will demonstrate that you have learned the skill or knowledge required for the task.

How Well Identifies acceptable level of performance required to successfully complete the task.

Enabling Objectives Identifies the steps to be completed to successfully learn the task.

OBJECTIVES

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

TASK: Demonstrate the ability to proofread and make layout corrections and/or changes.

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: Proof copy and a sheet of proofreader's marks.

YOU WILL: Demonstrate the ability to make corrections in proof copy.

HOW WELL: The corrections will be completed with no less than 80% accuracy.

ENABLING OBJECTIVES: To read and mark corrections on proof copy using the correct proofreader's mark.

PROGRAM: Commercial Printing

DUTY: Perform Layout and Design

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Information sheet. Some learning guides will include information sheets that provide theory or information necessary for your understanding of a particular task.

INFORMATION SHEET

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

TASK: Demonstrate the ability to proofread and make layout corrections and/or changes.

ENABLING OBJECTIVE: To read and mark corrections on proof copy using the correct proofreader's marks.

Proofreading

To ensure a quality printed product, carefully read proofs of all compositions for errors. After corrections are completed, proofs are made for reproduction. Preparation for camera work and platemaking can then begin.

Proofs of Metal and Wood Type Composition

Forms of metal and wood type composition that are pulled (printed) on a proof press. Generally, the proof is pulled on paper that is larger than the type form, to allow space for making corrections.

Proofs of Composition

The final output of photographic composing machines (phototypesetting) is in the form of a negative or positive. It may be on film or photoprint paper, depending on the method of used and product requested.

Photocopies of the Phototype

Final proofs of the film positives and film negatives are both submitted to the proofroom as proof-yes. These may be brown on Vandyke paper, blue on blueline or diazo paper, or black on photoprint or electrostatic paper. These paper proofs are used for proofreading and marking.

Typewritten and Paste Up Copy

If the camera copy is typewritten, pasted-up, or hand lettered, great care must be taken not to mar this final camera copy. For purposes of proofreading and marking, it is best to make a duplicate copy by photostat or other photocopy method. Also duplicate photocopies of original camera copy can be sent out of the composing room for proofreading or approval which guards against loss of the original copy.

PROGRAM: Commercial Printing

DUTY: Perform Layout and Design

Instruction sheet. Some learning guides will have instruction sheets similar to the sample shown on this page. *Instruction Sheets* provide you with step-by-step directions on how to perform a skill or procedure.

INSTRUCTION SHEET

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

TASK: Calibrate for halftone negatives.

ENABLING OBJECTIVE: 1. Make a test negative and using Exposure Computer determine flash and main exposure for halftone negative.

Making A Halftone Test Negative

Equipment:

1. Process camera
2. Developing equipment
3. Sensitivity Guide
4. Safety equipment

Materials:

1. Orthochromatic film
2. Developing solutions
3. Continuous-tone print from instructor

Objectives:

To be able to produce a halftone test negative that meets Performance Test standards.

Procedure:

1. Set up process camera and developing equipment.
2. Set camera for:
   - 100% reproduction
   - Aperture of f/16
3. Set exposure time for 10 second intervals.
4. Place continuous-tone print in copyboard with Sensitivity Guide on top of it, and then close cover.
5. Place sheet of film 5" x 12" on the camera vacuum back, emulsion side up, and then tape it down.
6. Cover a 2½" strip lengthwise on edge of film with opaque paper, and then tape down.
7. Place gray contact screen, emulsion side down, over film.
   NOTE: To ensure a good contact, the screen must be at least ½" larger than film on all four sides.
8. Wipe the screen lightly with a lint-free cloth or use rubber roller to work out air bubbles.

PROGRAM: COMMERCIAL PRINTING

DUTY: Perform Photographic Process

Page 23 of 29

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Self-Check. The *Self-Check* gives you immediate feedback on how well you are learning. Some *Self-Checks* may ask questions about what you have just learned, while others may tell you how you should have performed a skill. You complete the *Self-Check* yourself for your own information, and grades are not recorded. Remember, the *Self-Check* is to help you know if you are ready to complete the written or performance tests successfully.

SELF-CHECK

TASK: Demonstrate the ability to proofread and make layout corrections and/or changes.

ENABLING OBJECTIVE: To read and mark corrections on proof copy using the correct proofreader's marks.

Evaluate your work using the Self-Check below.

	YES	NO
1. Did you read the copy once before you made corrections?	____	____
2. Were your hands clean?	____	____
3. Did you use the right marks for each of the corrections?	____	____
4. Did you note the word, line, and paragraph spacings in the side margins?	____	____
5. Did you correct all spelling and grammar errors?	____	____
6. Did you use proofreading marks to mark your copy?	____	____
7. Did you check the proofed copy against the original copy?	____	____

PROGRAM: Commercial Printing

DUTY: Perform Layout and Design

Written test. There may be occasions when you will be required to take a written test (see sample on this page). When required, the written test will measure how well you understand what you have learned. Written tests are not included in the learning guides, so it is your responsibility to tell your instructor when you are ready to take the test. If your performance was not satisfactory on the written test, you will need to review the *Student Learning Guide* again before you can retake the test.

WRITTEN TEST

STUDENT'S NAME: _____

DATE: _____

TASK: Demonstrate the ability to understand the terminology and techniques of stripping.

DIRECTIONS: Match the terms in the right-hand column below with the appropriate correct definition.

____ a	The process of fastening negatives to masking sheets to produce a flat	1. Flat
____ b	Negative or negatives attached to masking sheet from which the offset plate is made	2. Emulsion side
____ c	Special opaque paper or plastic sheet used to make the flat	3. Windows
____ d	Openings in the masking sheet that expose image areas onto the offset plate	4. Ruled
____ e	Another name for masking paper; yellow or orange in color	5. Stripping
____ f	To prevent light from passing through a material	6. Pinholes
____ g	The side of film coated with light-sensitive material	7. Opaque
____ h	Small clear areas in the negative which would allow light to pass through if not detected and opaqued	8. Goldenrod
____ i	Red tape; opaque in nature	9. Lithographers tape
____ j	A line scribed or scratched on a negative	10. Masking sheet

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Performance test. When you are ready to demonstrate that you have mastered a particular skill or procedure, you will give your instructor the *Performance Test* page from your *Student Learning Guide* and ask him/her to evaluate your performance. The *Performance Test* page may list how well you must demonstrate a particular skill or it may list the qualities required in a finished product. Remember, you must be able to perform the skill *without* help at the level that will be required on the job. You may be required to perform the task more than once for successful accomplishment.

PERFORMANCE TEST

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT

STUDENT'S NAME: _____

DATE: _____

TASK: Demonstrate ability to proofread and make layout correction and/or changes

DIRECTIONS:

Complete Assignments #1, #2 and #3 and submit to instructor for evaluation with this sheet.

OVERALL EVALUATION	
LEVEL ACHIEVED	PERFORMANCE LEVELS
	5 Can perform this skill without supervision and with initiative and adaptability to problem situations
	4 Can perform this skill satisfactorily without assistance or supervision
	3 Can perform this skill satisfactorily but requires some assistance and/or supervision
	2 Can perform parts of this skill satisfactorily but requires considerable assistance and/or supervision
	1 Cannot perform this skill

PERFORMANCE STANDARDS	YES	NO	NA	COMMENTS
1. Does the original and the copy match?				
2. Is the copy neat and clean?				
3. Are all corrections marked?				
4. Were the corrections made correctly?				

PROGRAM: Commercial Printing

DUTY: Perform Layout and Design

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CERRITOS COLLEGE
COURSE COMPETENCIES

BASIC ELECTRONICS
*(IA 10) (4 UNITS)

The student coming to Cerritos College from the secondary-level electronics program who elects to petition Cerritos College for credit by examination in Basic Electronics (IA 10) must be able to perform 80% of the following with 100% accuracy.

The student will be able to:

1. identify common electrical hazards found in the home and industrial environment;
2. demonstrate an understanding about career orientation in the field of electronics;
3. define and describe the basic concepts of matter, energy sources and electrical current flow;
4. describe the laws of magnetism and their relationship to power generation and use;
5. draw basic electrical and electronic circuits using correct schematic symbols;
6. identify common electrical and electronic components and their schematic symbols;
7. use EIA color codes to identify the value of electronic components;
8. demonstrate the correct operation of basic test equipment to measure electrical voltage, current, and resistance;
9. use basic hand tools;
10. describe the function of basic electrical and electronic components;
11. use Ohm's law to calculate voltage, current, and resistance in an electrical circuit;
12. describe the operation of basic electrical circuits;
13. describe the operation of basic semiconductor diodes and transistors;
14. apply critical thinking and problem solving skills to troubleshooting DC electrical circuits;
15. describe the operation of series and parallel circuits;
16. define the terms AM and PM in terms of communication systems;
17. list the basic components of a computer system and describe their function.

1/15/89
ia10.com

*NOTE: IA 10 will become EL 1 in Spring, 1989.

CERRITOS COLLEGE
COURSE COMPETENCIES

WELDING FUNDAMENTALS
(WELD 10) (2 UNITS)

The student coming to Cerritos College from the secondary-level articulated welding program who elects to petition Cerritos College for credit by articulation/examination for Welding Fundamentals (Weld 10) must be able to perform 80% of the following with 100% accuracy.

The student will be able to:

1. demonstrate the oxy-acetylene, arc, MIG, and TIG welding processes by depositing welds on metal connections;

2. light, adjust, and use oxygen acetylene and arc welding equipment in the welding shop to the safety standards set up by the American Welding Society;

3. gas and arc weld the five basic joints in the flat/horizontal position with 80% proficiency;

4. distinguish between an acceptable weld and one unacceptable with 100% accuracy;

5. display the ability to organize required tasks and pursue them to completion.

1/15/89
weld10.com

CERRITOS COLLEGE
COURSE COMPETENCIES

MECHANICAL DRAWING
(DRAF 32) (3 UNITS)

The student coming to Cerritos College from the secondary-level articulated drafting program who elects to petition Cerritos College for credit by articulation/examination for Drafting 32 must be able to perform 80% of the following with 100% accuracy.

The student will be able to:

1. demonstrate vertical and inclined lettering;
2. perform geometric construction;
3. make pictorial drawings both isometric and non-isometric;
4. make auxiliary views;
5. make all sectional views;
6. draw threads and fasteners;
7. properly apply dimensions

1/15/89
draf32.com

CERRITOS COLLEGE
COURSE COMPETENCIES

FUNDAMENTALS OF DRAFTING
(DRAF 31) (2 UNITS)

The student coming to Cerritos College from the secondary-level drafting program who elects to petition Cerritos College for credit by articulation/examination for Drafting 31 must be able to perform 80% of the following with 100% accuracy.

The student will be able to:

1. construct parallel and perpendicular lines;
2. construct circles;
3. construct tangents and various arcs;
4. construct regular polygons;
5. construct ellipses;
6. construct orthographic projection views;
7. dimension views appropriately;
8. visualize an object from orthographic projection views;
9. identify the best orthographic views of an object;
10. plan and space orthographic projection views;
11. construction a primary auxiliary view;
12. explain the reference plane and how it is used;
13. dimension auxiliary views appropriately;
14. solve the true length of a line;
15. construct a sectional auxiliary view;
16. construct section views consistent with conventions;
17. construct full, half, partial, revolved and removed sections;
18. plan section views;
19. dimension sectional views appropriately;
20. explain the use of various section conventions;
21. make basic isometric drawings;
22. make freehand isometric drawings;
23. dimension isometric drawings appropriately;
24. make oblique drawings;
25. construct isometric and oblique circles.

1/15/89
draf31.com

Office of Instruction
YUBA COMMUNITY COLLEGE DISTRICT

New Course ____
Revised Course X
Old Course No. and Title, if any Same

COURSE OF STUDY OUTLINE
(keep to one page)

C.I.D. # 0956.30C

DIVISION: Applied Arts and Sciences
DEPT: MFG T NO: 20 TITLE: Principles of Machine Shop UNITS: 3

Total hrs. for course 90 Total lect. 36 Total lab. 54 edited 7/18/83

PREPARED BY (signature): [signature] DATE PREPARED: September 18, 1980

CATALOG DESCRIPTION: Percision hand work, basic lathe, vertical milling machine, drilling and drill presses, percision measurement and layout operation. (2+3)

PREREQUISITES:

TOPICAL OUTLINE	SPECIFIC PERFORMANCE OBJECTIVES OF COURSE (not intended to match Topical Outline items line for line)
Orientation and Safety	
Course introduction and safety	
Layout and Measurement	Upon completion of the course the student
Tools and proper care	will be able to:
Precision layout	
Layout practices	Demonstrate the proper use of benchworking
Part inspection	tools and layout tools.
Benchwork	Use proper bench working methods in a simple
Safety	part production.
Proper use of hand tools	Demonstrate the setup and use of a drill
Proper care of hand tools	press while working safely.
Common operations	Demonstrate the setup and use of the engine
Lathe	lathe.
Safe operation	Demonstrate the setup and safe use of the
Nomenclature	vertical milling machine.
Basic setup	Demonstrate the setup and use of the
Basic operation	horizontal and vertical band saw.
Threading	
Knurling	
Drilling	
Reaming	
Boring	
Speed and feed calculation	
Milling Machine	
Safe operation	
Speed and feed calculation	
Common operations	
Basic operation	
Drill Press	
Safe operation	
Common setup	
Speed and feed calculation	

TEXT - author(s)
title:
publisher: 112 edition: date:

APPROVAL SIGNATURES: [signature] 19Sept80 [signature] 10/3/83 [signature] 11/3/83
Division Chairman date Committee Chairman date V. P. date

[redacted] COMMUNITY COLLEGE

COURSE OUTLINE

State ID# 170000 00

Date Effective Spring 1990

(1) Department Auto Tech No. 21 Title Introduction to Automobiles

Division A.A.&S. Total Crs. Hrs. 90 Lec Hrs 36 Lab Hrs 54 Units 3.0

Abbreviated Title (max. of 16 including spaces) For Schedule I N T R O T O A U T O

(2) NEW COURSE [ ] REVISED COURSE [X] TECHNICAL REVISION [ ]

(3) DEGREE CREDIT [X] NON-DEGREE CREDIT [ ] NONCREDIT [ ]

(5) Grading Method Letter [X] CR/NC [ ]

(4) Changes in Revised Courses

Minor		Major	
No Change (Update)	[ ]	Change in Units	[ ]
Change in Dept.	[ ]	Lecture hrs.	[ ]
Change in Course #	[ ]	Lab hrs.	[ ]
Catalog Description	[X]	Other Changes	Course name
Other Minor Change	TITLE		

For Office Use
DP Input EC 12/12/89
TOPS Code 0948.10
SAM CODE C
Crs. Classification I
Transfer Code 2
Note

(6) CATALOG DESCRIPTION: (Maximum of 370 characters including spaces)

A comprehensive study of the automobile, including fundamental operating principles, nomenclature, structural analysis, major design theories, systems functions, systems service, minor repair procedures, major repair complexities, current laws and regulations, political action, and personal economics/decision making. (4)

(7) PREREQUISITE(S) None

(8) SKILL REQUISITE Language X Mathematics Exception

(9) TOPICAL OUTLINE OF SUBJECT MATTER

I. Operating Principles
   a. work, energy, power
   b. common components
   c. nomenclature and function
   d. engine design and classification
   e. drive trains-transmission of power
   f. historical developments
   g. current technology
II. Operating Systems: Function and service
   a. cooling
   b. lubrication
   c. fuel
   d. ignition
   e. starting
   f. charging
   g. drive trains
   h. brakes
   i. pollution controls
   j. steering and suspension
   k. tires
III. Minor Repairs
IV. Major Repair Complexities
   a. overhaul
   b. rebuilding/replacing
   c. used parts
V. Laws affecting automobiles and consumers
   a. Bureau of Automotive Repair
   b. N.A.I.S.E.
   c. Clean Air Act
   d. Pollution Controls/Certification
   e. Hazardous Waste
VI. Automotive Economics
   a. new cars/used cars
   b. buying/selling
   c. insurance
   d. collision damage
   e. job opportunities

(10) SPECIFIC STUDENT PERFORMANCE OBJECTIVES

At the conclusion of this course, the student will be able to:

I. Identify and classify automotive engines, drive trains and body designs

II. Identify the major components of an automobile and give a theoretical explanation of the function and a practical description of the working characteristics.

III. Discuss the evolutionary development of today's automobile.

IV. Describe the function and perform service procedures common to the major operating systems of the automobile.

V. Complete minor "do it yourself" repairs to automotive industry standards.

VI. Analyze major repair complexities using automotive service manuals.

VII. Discuss laws affecting the automobile and the consumer by reporting on those aspects encountered in daily living.

VIII. Apply decision making principles to hypothetical automotive economic situations.

IX. Describe the application of various physical laws relative to automotive operation.

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CERRITOS COLLEGE
COURSE COMPETENCIES

AUTOMOTIVE MAINTENANCE AND OPERATION
(AUTO 1) (4 UNITS)

The student coming to Cerritos College from the secondary-level articulated automotive program who elects to petition Cerritos College for credit by articulation/examination for Auto 1 must be able to perform 80% of the following with 100% accuracy.

The student will be able to:

1. describe the major automotive components;
2. describe by name and function the common hand tools;
3. describe by name and function the component parts of an engine;
4. describe different cylinder configurations used in automotive engines;
5. know the process needed to produce automotive fuels;
6. describe the oil rating systems for both viscosity and quality;
7. perform a pressure and specific gravity test on the cooling system;
8. perform an on-the-car battery, starter, and alternator test;
9. describe the condition necessary for the production of photochemical smog;
10. observe the operation of a computerized engine analyzer and make all common adjustments;
11. check all fluid levels of all system components and lubricate all necessary parts;
12. describe on a car the type of suspension and the major parts of the system;
13. remove and replace the brake shoes and disk brake pads.

1/15/89
autol.com

TELE 120 - TELEVISION STUDIO TECHNIQUES 1

NAPA VALLEY COLLEGE

Course Objectives: (defined in terms of what the student will be able to do)

This course is designed to provide the student with a comprehensive background in both the technical and production aspects of commercial, educational and industrial television. Proper operation of typical commercial and industrial television equipment is stressed throughout the course, with an emphasis on those professional standards adopted by the broadcasting industry.

The specific goals are as follows:

a. To instill in the student good safety, personal and work habits.
b. To develop student attitudes in the quality of team work which is essential in television.
c. To provide knowledge of trade nomenclature and technology.
d. To stimulate creative achievement in television production techniques.
e. To provide the student with the basic knowledge and skills by pre-employment instruction for gainful employment as a television production and maintenance technician.
f. To provide knowledge of laws and standards adopted by the television industry.

The specific objectives are:

a. Studio safety The student will demonstrate his knowledge of television studio safety by stting-up and using any given piece of television equipment in the proper and safe sequence.
b. Television Camera The student will demonstrate his knowledge of and ability to operate a television camera by proper sequence of operations. The student will identify and set each control on the camera head, lense, and camera mount for standard operation. The student will evaluate his performance by video tape playbacks. All procedures are to conform to the industries standards.
c. Video Control The student will demonstrate his knowledge of and ability to operate a camera control unit and waveform monitor.
d. Lighting The student will demonstrate his knowledge of and ability to properly light a television set. The student will demonstrate his knowledge in the use of a foot candle meter, luminaries and electrical equipment.
e. Audio The student will demonstrate his knowledge of and ability to operate the audio console. The student will select the proper (next page)

Instructional Methods: (e.g.: lecture-lab; lecture-private reading-essays-quizzes; lecture-observation; lecture-demonstration; field trips, personalized instruction.)

a. The course material will be presented through the use of lectures, demonstrations, assignments, films, video tapes, field trips and tests.
b. The student will be responsible for the development of an information binder. The material in this binder will be developed from assignment sheets, Learning Guide, and classroom notes.

(next page)

Evaluation of Progress: (e.g.: three midterms, essay-type; objective)

The student will be evaluated by manipulative testing. Standards of performance to be checked include: nomenclature, knowledge of television principles, knowledge of methods and procedures in the use of television equipment. Quality of workmanship and attitudes in teamwork. Standards of performance will be based on requirements of pre-employment instruction as determined by the instructor through advisory committees, potential employers, placement follow-ups, and personal experience.

Minimum Standard for Passing: (Must be stated in terms of a numerical/percentage figure; e.g.: must complete all exams with a minimum of 65% accuracy)

The student will be given a television script and instructions involving the use of television equipment. The student will select the proper lighting, camera (next page)

Specific Objectives (continued)

e. (continued) microphone, pick-up pattern, and placement in the set. The student will demonstrate his knowledge by mixing sound, with the audio recorder and disc turntable. The student will patch audio signals and make level adjustments while watching a volume unit meter.

f. Control Room The student will demonstrate his knowledge of and ability to operate a television video switching system. The student will use the lap dissolve, cut, super imposition, internal key, external key and matt.

g. Film Reproduction The student will demonstrate his knowledge of and ability to operate a film chain, The student will clean, load and operate each control in the proper sequence.

h. Video Tape Recording The student will demonstrate his knowledge and ability to operate a video tape recorder. The student will demonstrate his knowledge and ability to edit video and audio material on a prerecorded tape.

i. Technical Planning The student will demonstrate his knowledge of and ability to block a set, develop a lighting diagram, and select microphone placement, by performing the duties of a production director. The student will prepare and record a short presentation using direct and electronic editing techniques. The student will evaluate aural and visual transitions. All work will be done in accordance with accepted industrial standards.

Instructional Methods (continued)

c. The manipulative skills require individual instruction and assistance to allow the student to perfect all of his abilities in television operations including camera, video control, audio, film, video tape operation, technical direction, production direction, etc., followed by observations and check ups.

d. Projects and experiments will be encouraged to create student interest and motivation.

e. Safety practices in the studio facility will be constantly stressed.

Minimum Standard for Passing (continued)

audio and video equipment. The student will organize a production group, select the most efficient television techniques and video tape the production. The resulting productions will be evaluated by the instructor, faculty, staff and students, as well as by invited guests. Work will be done in accordance with safe and approved studio practices. Proficiency in television theory, nomenclature of television equipment must be demonstrated. The student must complete all exams, with a minimum standard of 65% accuracy.

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BIBLIOGRAPHY

College, Commercial, and University/Vocational Center Sources

1 Accreditation Board for Engineering and Technology (ABET)
345 E. 47th Street
New York, NY 10017
(212) 705-7685

2 Alaska State Department of Education
Alaska Office Building, Pouch F
Juneau, AS 99811
(907) 465-2800

3 Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922-6966

4 American Academy of Orthopedic Surgeons
317 Massachusetts Ave N. E. Suite 100
Washington, D.C. 20002
(202) 546-4430

5 American Association of Medical Assisting
20 N. Wacker Drive Suite 1575
Chicago, IL 60606
(312) 899-1500

6 American Association for Vocational Instructional Materials
745 Gains School Road
Athens, GA 30605
(800) 228-4689

7 American Dietetics Association
1225 I Street
Washington, D.C. 20005
(202) 371-0500

8 American Home Economics Association (AHEA)
1555 King Street
Alexandria, VA 22314
(703) 706-4600

9 American River College
4700 College Oak Drive
Sacramento, CA 95841
(916) 484-8011

10 Antelope Valley College
3041 West Avenue K
Lancaster, CA 93536
(805) 943-3241

11 Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-4361

12 Barstow College
2700 Barstow Road
Barstow, CA 92311
(619) 252-2411

13 Bergen Community College
400 Paramus Rd.
Paramus, NJ 07652
(201) 447-7100

14 Blackhawk Technical Institute
6004 Prairie Rd.
Pony Trunk G
Janesville, WI 53547
(608) 756-4121

15 Cabrillo College
6500 Soquel Drive
Aptos, CA 95003
(408) 479-6100

16 California Association of Health Career Educators
c/o California Polytechnic University, Ponoma
3801 Temple Bldg. 3 Rm. 126
Pomona, CA 91768
(714) 869-3303

17 California Commission of Peace Officers Standards and Training (POST)
1601 Alhambra
Sacramento, CA 95814
(916) 739-4124

18 California Department of Consumer Affairs
1020 N Street
Sacramento, CA 95814
(916) 445-1254

19 California Department of Education
Business Education Program Guide
721 Capitol Mall
P.O. Box 944272
Sacramento, CA 94244
(916) 445-4688

20 California Polytechnic University, San Luis Obispo
San Luis Obispo, CA 93407
(805) 756-6000

21 California School of Court Reporting
1201 N. Main Street
Santa Ana, CA 92701
(714) 541-6892

22 California Society of Parks and Recreation Educators
California Parks and Recreation Society
3031 F Street
Sacramento, CA 95814
(916) 446-2777

23 California State Board of Corrections
600 Bercut Street
Sacramento, CA 95814
(916) 445-5073

24 California State Board of Cosmetology
1020 N Street
Sacramento, CA 95814
(916) 445-7061

25 California State Board of Registered Nursing
1030 13th Street Suite 200
Sacramento, CA 95814
(916) 322-3350

26 California State Fire Marshall
7171 Bowling Drive
Sacramento, CA 95823
(916) 427-4161

27 Cañada College
4200 Farm Hill Boulevard
Redwood City, CA 94061
(415) 364-1212

28 Center for Occupational Research and Development (CORD)
601 C Lake Air Drive
Waco, TX 76710
(817) 772-8756

29 Cerritos College
11110 East Alondra Boulevard
Norwalk, CA 90650

30 Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545
(415) 786-6600

31 Chancellor's Office, California Community Colleges
1107 Ninth Street
Sacramento, CA 95814

32 Chancellor's Office, California Community Colleges
Statewide Task Force for Home Economics Occupations
1107 Ninth Street
Sacramento, CA 95814

33 Citrus College
1000 West Foothill Boulevard
Glendora, CA 91740-1899

34 Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708-2597

35 College of the Redwoods
Eureka, CA 95501
(707) 445-6700

36 College of the Sequoias
915 South Mooney Boulevard
Visalia, CA 93277
(209) 733-2050

37 Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823-5799
(916) 686-7453

38 Curriculum and Instructional Materials Center
Oklahoma Department of Vocational/Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074
(800) 654-4502

39 Cuesta College
P.O. Box 8106
San Luis Obispo, CA 93403-8106
(805) 546-3100

40 Cypress College
9200 Valley View Street
Cypress, CA 90630
(714) 826-2220

41 Delaware Technical and Community College
1832 N. Dupont Highway
Dover, DL 19901
(302) 739-5321

42 Dental Technology Institute
1937 West Chapman Avenue
Orange, CA 92668
(714) 937-3989

43 El Camino College
16007 Crenshaw Boulevard
Via Torrance, CA 90506
(213) 532-3670

44 Evergreen Valley College
3095 Yerba Buena Road
San Jose, CA 95135
(408) 274-7900

45 Federal Aviation Administration (FAA)
800 Independence Avenue S.W.
Washington, D.C. 20591
(202) 366-4000

46 Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022-4599
(415) 949-1431

47 Foundation for Interior Design Education Research
60 Monroe
Grand Rapids, MI
(616) 364-1400

48 Fullerton College
321 East Chapman Avenue
Fullerton, CA 92634
(714) 992-7000

49 Glendale Community College
1500 North Verdugo Road
Glendale, CA 91208
(818) 240-1000

50 Georgia State Department of Education
2066 Twin Towers East
Atlanta, GA 30334
(404) 656-2800

51 Graphic Arts Technical Foundation
4615 Forbes Avenue
Pittsburgh, PA 15213

52 Henrico County Public Schools
P.O. Box 23120
Richmond, VA 23223
(804) 226-3600

53 Humboldt State University
Arcata, CA 85521
(707) 826-3311

54 Imperial Valley College
P.O. Box 158
Imperial, CA 92251-0158
(619) 352-8320

55 Indian Hills Community College
525 Grandview
Ottumwa, IA 52501
(515) 683-5111

56 Joliet Junior College
1216 Houbolt Avenue
Joliet, IL 60431
(815) 729-9020

57 Las Positas College
3033 Collier Canyon Road
Livermore, CA 94550
(415) 373-5800

59 Los Angeles Community College District
Child Development/Family Studies Discipline Committee
617 W. Seventh Street
Los Angeles, CA 90017
(213) 891-2000

60 Los Angeles Harbor College
1111 Figueroa Place
Wilmington, CA 90744
(213) 518-1000

61 Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(818) 347-0551

62 Luzerne County Community College
Prospect Street and Middle Road
Nanticoke, PA 18634
(717) 829-7300

63 Marin Community College
Kentfield, CA 94904
(415) 457-8811

64 Marketing Education Resource Center
1375 King Avenue
P.O. Box 12226
Columbus, OH 43212-0226
(614) 486-6708

65 Mercer County Community College
P.O. Box B
Trenton, NJ 08690
(609) 586-4800

66 Minnesota Education Department
712 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-2358

67 Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789
(714) 594-5611

68 Mt. San Jacinto College
1499 North State Street
San Jacinto, CA 92383
(714) 654-8011

69 Napa Valley College
Napa, CA 94558
(707) 253-3095

70 National Association of Broadcasters
1771 N Street N.W.
Washington, D.C. 20036
(202) 429-5300

71 National Institute for Automotive Service Excellence (ASE)
13505 Dulles Technology Drive
Herndon, VA 22071
(703) 742-3800

72 National Association for Educating Young Children
1834 Connecticut Avenue N.W.
Washington, D.C. 20009
(202) 232-8777

73 National Council Interior Design Qualifications
118 E. 25th Street
New York, NY 10010
(212) 473-1188

74 National Fire Protectors Association
1110 N. Glebe Rd. Suite 560
Arlington, VA 22201
(703) 516-4346

75 National Restaurant Association
1200 17th Street N.W.
Washington, D.C. 20036
(202) 331-5900

76 Northern California Emergency Medical Care Services
4325 Auburn Blvd. Suite 100
Sacramento, CA 95841
(916) 486-4414

77 Porterville College
900 South Main Street
Porterville, CA 93257
(209) 781-3130

78 Printing Industry Association of Georgia
5020 Highlands Parkway
Smyrna, GA 30082
(404) 433-3050

79 Rancho Santiago College
Seventeenth at Bristol
Santa Ana, CA 92706
(714) 667-3000

80 San Bernardino Valley College
701 South Mt. Vernon Avenue
San Bernardino, CA 92410
(714) 888-6511

81 San Bernardino County Sheriff/Search and Rescue Department
655 E. 3rd Street
San Bernardino, CA 92415
(714) 387-3440

82 San Diego Community College District
3375 Camino del Rio South
San Diego, CA 92108
(619) 584-6900

83 Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405
(213) 450-5150

84 Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, CA 95401
(707) 527-4011

85 School Shop/Technical Directions
416 Longshore Drive
Ann Arbor, MI 48107

86 Shasta College
1065 North Old Oregon Trail
P.O. Box 496006
Redding, CA 96049
(916) 225-4600

87 Sierra College
5000 Rocklin Rd.
Rocklin, CA 95677
(916) 624-3333

88 Society of American Foresters
5400 Grosvenor Lane
Bethesda, MD 20814
(301) 897-8720

89 Solano Community College
4000 Suisun Valley Road
Suisun, CA 94585
(707) 864-7000

90 Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2156

91 Southeast Community College and Lincoln Public Schools
8800 O Street
Lincoln, NB 68520
(402) 471-3333

92 Spokane Community College
N. 1810 Green Street
Spokane, WA 99207
(509) 536-7000

93 Taft College
29 Emmons Park Drive
Taft, CA 93268
(805) 763-4282

94 U.S. Forest Service Fire Fighting Training
P.O. Box 96090
Washington, D.C. 20090
(202) 447-3760

95 University of South Florida, Tampa
4202 E. Fowler Avenue
Tampa, FL 33620
(813) 974-2011

96 University of Texas, Austin
Extension Instruction and Materials Center
P.O. Box 7218
Austin, TX 78713
(512) 471-7716

97 Victor Valley Community College
18422 Bear Valley Road
Victorville, CA 92392-9699
(619) 245-4271

98 Vocational-Technical Education Consortium of States (VTECS)
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033
(404) 329-6543

99 Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707
(800) 243-8782

100 Yuba College
2088 North Beale Road
Marysville, CA 95901
(916) 741-6700

Textbook Sources

101 Automotive Engine Rebuilding (Hughes)

102 Checklists for Clinical Nursing Skills (Smith/Duell)

103 Competencies in Fabric and Textiles Merchandising (US Supt. of Documents)

104 Electronics Principles (McGraw-Hill)

105 Essentials of Accounting (South Western Publishing Co.)

106 Gregg College Typing Kit (McGraw Hill)

107 Industrial Electronics (Delmar)

108 Industrial Electricity and Practice (McGraw-Hill)

109 Introduction to Criminal Justice (Anderson)

110 Invitation to Health (Hales)

111 Standard Textbook of Cosmetology (Milady Publishing Co)

112 Test Plan for the National Council Licensure Examination for Registered Nurses (McGraw-Hill)

113 Educational Outcomes of Associate Degree Nursing Programs (National League of Nursing)